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ABSTRACT

The second (containing chapters 6 through 10) of a two-volume series on bilingual handicapped students continues with a review of research. Parent involvement, education, and training in bilingual special education are considered in terms of the state of the American family and problems associated with handicapping conditions in bilingual families. Examples of efforts to enhance parent involvement are cited along with recommendations for future directions and actions. A chapter on educational policy and program development reviews legislative impacts of the field as well as impacts of field research. Various reaction papers to preceding chapters are followed by a review of selected state bilingual special education policies. Annotated bibliographies for each section are included. Among extensive appendixes are listings of materials, resources, and federal bilingual/bicultural projects by state. (CL)

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A REVIEW OF RESEARCH AFFECTING EDUCATIONAL PROGRAMMING FOR BILINGUAL HANDICAPPED STUDENTS

Final Report

Submitted To:

Division of Special Education
U.S. Department of Education
Washington, D.C. 20202

VOLUME II

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PARENT INVOLVEMENT, EDUCATION AND TRAINING IN BILINGUAL SPECIAL EDUCATION

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PARENT INVOLVEMENT, EDUCATION AND TRAINING IN BILINGUAL SPECIAL EDUCATION

The State of the American Family

The state of the American family has been altered drastically according to the viewpoints expressed by concerned persons and professionals. These interested individuals will have differing opinions about family adaptations depending upon the way they perceive these changes affecting the American family. Several critics of family stability have described the changing family structures in negative terms. They have pointed to the increasing number of single parent families that are poor and headed by women (Bronfenbrenner, 1977; Hobbs, 1975). Others are distressed by the absence of mothers in the homes and are convinced that the rising statistics about abused, illegitimate and troubled youngsters can be traced to the dissolution of the family unit (Shane, 1973; Clark, 1974).

However, family solidarity advocates have challenged the defeatist attitude adapted by skeptics of family unity. They have insisted that the family is the most durable of all institutions (Chinn, 1978; Vincent, 1966). Others like Bane (1977) are convinced that family adaptability to other institutions is indisputable proof that the family is not dying. Thus these experts have argued that the case for the ability of the family to adapt to changing times and to sustain itself against dislocation conditions and problems has been made throughout history.

Whatever stance is taken, pro or con, it cannot be disputed that families have changed structurally. Several new forms of family units have evolved in U.S. society and even the roles of family members in traditional family groupings have been modified. Thus, co-existence of different family types can be called the rule rather than the exception in the United States today.

Just as majority families have endured and have changed throughout the history of the U.S., the same can be said of bilingual culturally different family groups. These changes are reflected in the various lifestyles found among and within their cultures and societies. Some bilingual family units have often tended to be adversely affected as first and second generation families attempted to adapt to new lifestyles and to acculturate into U.S. mainstream society. Examples for these efforts are found throughout the literature. Pepper (1976) spoke of the high absenteeism, drop-out, and retardation rate of Indian children caught between two cultures, one of which is trying to "Americanize" them. Pfeiffer (1969) wrote of the five choices facing the Native American and of the highest suicide rate in the nation that resulted from their failure to successfully "bridge the cultural gap." Burgess (1980) and Pepper (1976) have both decried the uprooting of Indian children from their parents and the practice of sending them off to boarding schools which further alienated children from their culture.

Hispanics have also had their adjustment problems. The rapid increase of illegitimate births and single parent families have continued to alarm concerned Puerto Rican communities (Fitzpatrick & Travieso, 1980). Also, issues surrounding Hispanic language differences have often provoked harsh criticism and hostile reactions and left adults in a quandary while presenting identity crises and learning problems for children. The language problem had grown to such proportions that the 1974 U.S. Civil Rights Commission reported that Mexican-American children were being placed in classes for the mentally retarded solely on the basis of language and I.Q. tests. Additionally, the Mexican-American community has been troubled over the disproportionately high percentage of their urban children who exhibit some form of childhood mental disorders when compared to their rural counterparts (Rutter, Cox, Tupling, Burger, & Yale, 1975). Madsen (1964) coined the phrase "The Alcoholic Agringado" to describe the traumas that surrounded cultural transfer in young Mexican-American males. They were characterized as standing alone between two conflicting worlds and using alcohol for relief from their anxiety.

Asian-Americans, too, have suffered from cultural conflict problems. Immigrant family relationships have been subjected to severe strains. Teenagers often have views that are at odds with those held by parents. Acts of rebellion and social deviance have followed. They have become alienated from school, dropped out and joined street gangs (Sung, 1977). Little Chinatowns and Little Tokyos have become hot beds of crime and a source of frustration and despair to parents. The highest rates of infant mortality and tuberculosis are found within these families and evidence has been seen that mental illness and suicide is on the rise (Burgess, 1980).

The mental stress upon Asian-American families is not limited to immigrant family units. Mental illness is expected to continue to increase among second, third and fourth generation families. These tendencies toward unstable states of mental health are tied to discriminatory practices in employment, education and schooling. Children often are stereotyped as docile and nonassertive and are usually channeled into technical/scientific fields (Watanabe, 1973). Therefore, Asian-American students have suffered from lack of self-esteem, are conformist oriented and have been narrowly circumscribed in their academic and social development. Moreover, the language differences were also a problem with these pupils. It took the Lau (1974) decision to force schools to recognize their cultural and linguistic differences. Adults have also experienced their share of cultural disorientation. Although they have accessed professional occupations, Asian-Americans were often passed over for promotions to administrative and supervisory positions. These discriminatory practices have frustrated and angered Asian-Americans and caused conflicts and anxieties to be imposed into their family circle. A rising proliferation of mental illnesses has been the result of these societal aggravations (Suzuki, 1980).

Despite these assaults upon their family solidarity and structures, linguistically and culturally different minority parents have also been able to develop alternate "coping" strategies to maintain their family unity. This they have been able to do by either modifying their cultural heritage or discarding parts of their cultural lifestyle. Thus, Asian-American parents are no longer exclusively accorded a position of unquestioned authority, the wisdom of grandparents is not unconditionally accepted or sought, and family relationships have become more democratic (Suzuki, 1980). Asian-American parents have become more egalitarian in their husband-wife relationships and still have retained strong beliefs in such values as ethical behavior, duty and obligation to family, respect for authority and restraint for strong feelings.

Native American families also have had a difficult transition during their stages of forced acculturation. First, their families were interfered with as their children were packed up and sent away from the reservation to boarding schools (Robbins, 1974; Burgess, 1980). Then, Native Americans went through the "melting pot" phase whereby they rejected everything Indian and attempted to be white (Burgess, 1980). Seeing that their family affinity was being threatened and that tribal customs might be headed for extinction, Native Americans rebelled and reverted to nationalism. They reasserted themselves as the "new Indians," returned their children to reservations and started their own schools. Steiner (1968) described this mood as a restive urging for self-determination.

Hispanics too were affected by changing lifestyles. In earlier times, many Mexican-Americans tried to assimilate into the majority culture. Therefore, the following reasons were often presented by parents to persuade their children to discontinue the usage and speaking of Spanish. First, Mexican-American parents discouraged the use of Spanish so that "their children wouldn't suffer as they did" or, second, so that "they wouldn't get held back in school" (Ramirez et al., 1977). Later, however, Mexican-American parents changed their stance and resolved that they would encourage their children to speak their language even if it was different from English (Ramirez & Castaneda, 1974).

As culturally different parents made the adjustments from a "melting pot" philosophy to a cultural pluralism doctrine, they followed some universal parenting constructs. These universal parenting constructs are viable among and within all cultures regardless of the family configuration. To illustrate this point, Levine (1980) has postulated a common set of goals that human parents share universally and culturally. He listed these parental roles:

1. The physical survival and health of the child, including (implicitly) the normal development of his reproductive capacity during puberty.
2. The development of the child's behavioral capacity for economic self-maintenance in maturity.
3. The development of the child's behavioral capacities for maximizing other cultural values - for example, morality, prestige, wealth, religious piety, intellectual achievement, personal satisfaction, self-realization - as formulated and symbolically elaborated in culturally distinctive beliefs, norms and ideologies.

He has further described a natural hierarchy and developmental sequence that exists among these goals. In the former, Levine (1980) has projected the child's physical survival as the prominent factor that initially concerns parents with economic self-maintenance following next as a high priority position among parental goals. Developmentally, again physical survival and health of the child can be expected to be of greater concern to parents initially and then to recede as the child becomes more self-sustaining and its learning capacities are increased.

Parents are not asked to face the attainment of the universal goals alone. Each culture has within it adaptive mechanisms for parenthood. Customs and mores have evolved historically to meet the hazards of the local environment of the parents that threaten to prevent the achievement of the desired goals. The cultural norms of parenthood should be thought of as more than just hazard-avoidance formulas. They have evolved to instill positive cultural ideas in the next generation as illustrated by Levine's (1980) third goal.

However, the pressures of physical survival and economic self-sufficiency have severely impacted child rearing practices in the U. S. While a substantial number of upper and middle class families have been able to free themselves of the health hazards of infant mortality and birth defects, large segments of the society are still finding themselves and their infants/children at risk. In fact, for these families health care and survival needs have been so dominant an issue that educational necessities have often been neglected or ignored. Moreover, a substantial number of these families with basic health maintenance and survival needs can be found in low-income, culturally and linguistically different or bilingual populations.

When the rigors of physical survival and health needs fall heavily upon certain segments of the population, additional stress is introduced into the family unit. Compounding these medical and emotional stresses has often been economic duress. The condition of poverty often has been a precipitating factor in placing families at risk for bearing an exceptional child. Research has also shown that disequilibrium of the family occurs when handicapped children are introduced into the family circle (Hammer, 1972; Hayden, 1979). Moreover, as the exceptional child matures, additional family stress is accelerated as the child moves through specific crisis periods (Barraga, 1966). Although the condition of poverty and its concommitant elements of stress caused by exceptional children are sufficient to cause tension in the family unit, another barrier precipitated by the language problems associated with bilingual populations has given added dimensions to an already serious situation.

Problems Associated with Handicapping Conditions in Bilingual Families

Accuracy Count

The number of children who have need of special education services has continued to be a problem. One element of the problem concerning the involvement of parents in bilingual special education is called into question by examining the number of children who are classified as handicapped. As a matter of record, an exact accounting of the number of handicapped children has continued to elude statisticians. The "White House Conference Issues Final Report" (1978) has referenced 36 million people as disabled. It further broke down this total into seven million children and at least twenty-eight million adults. However, Hayden (1979) has pointed out the two categories that define children. One category is entitled Preschool (0-5 years); another section is labeled School Age (5-21 years). On the other hand, Annual Reports from the President's Commission on Mental Retardation has compiled its data on the basis of children served and unserved. Thus, conflicting information reported about estimated incidences and about those served and unserved might have errored in recording the number of culturally different children (which would include bilingual special education) that were in need of special education services.

Several resons might be advanced for the lack of uniformity in the accounting process.

1. Some states do not provide service for children under 5 years of age; therefore, children under 5 are not served and are not counted.
2. Many states do not have the finances to serve all the handicapped children within its jurisdiction--these children are not reported.
3. Most states count the number of children served based on the written IEP for each child; therefore, if the state lacks qualified personnel to develop and implement IEP's, children who need services are not reported.
4. Large numbers of special needs children were placed in residential institutions prior to the passage of PL 94-142 and have remained unknown to local school districts (Suran & Rizzo, 1983).

Finally, variances in reporting may be directly related to geographic areas and language differences among recorders and the affected populations, especially in urban areas where culturally different families have traditionally been under-counted in the general population.

In addition to underestimating the incidence of handicapping conditions, the ease with which handicapped populations can be identified is generally found in reverse order to their appearance in the population as a whole.

Children suffering from a mild handicapping condition may not be observed as easily as one suffering from a more severe or profound handicapping condition. This observation can be underscored in a different manner in culturally different and bilingual families. In some family constellations, even the most severely and profoundly handicapped youngster might be looked upon from a religious standpoint and the child care might be regarded as a family responsibility and obligation. In other cases where the handicap is not as noticeable, parents and other children might be treating and relating to the child as a nonhandicapped individual. This kind of cultural preference could be considered normal activity for culturally different and bilingual families who might resent early labeling of their children. This cultural custom might be abridged upon the child's entrance into school. The school's readiness to diagnose inappropriately (Kearsley, 1970) or to impose limitations, i.e., self-fulfilling prophecy (Rosenthal & Jacobson, 1968) has been chronicled by Hurley (1971) and Larsen (1975).

This tendency by schools to regard "differentness" as deviant has been a primary reason why minority parents, and particularly bilingual parents, have been reluctant to become involved in the educational process (Children Out of School, 1974). The "differentness" ascribed to minority children has often caused school systems to disproportionally enroll a large portion of their linguistically different children into special education classes. So overcount of bilingual children in some categories (emotional disturbance, mental retardation and learning disabled) has also been a problem for bilingual parents with exceptional children.

Child Abuse

Two other trends that are related to family life should be noted since they impact any discussion of handicapping conditions concerning bilingual special education. One of these issues that should be examined for its relationship to child-rearing practices and accompanying disabling conditions has its base in the fact that some parents do not always function as responsible caretakers. Considerable evidence has been assembled to support the contention that many abused children are handicapped or conversely that many handicapped youths can be viewed as abused youngsters (Soeffing, 1975). Child abuse has not been a stranger to U.S. society. As early as 1946 Dr. John Caffey published an article in which he characterized several instances of broken bones together with subdural hemotomas. Dr. Caffey had suspicions about the causes but refused to speculate whether the injuries were intentionally induced. However, it took C. Henry Kempe and his associates to focus public and professional attention on the issue of child abuse and neglect. In 1962 they coined the term "the battered child syndrome." Kempe and colleagues reported on 302 medical cases and 447 acknowledged by district attorneys (Gil, 1970, p. 21). Since that time there has been a growing awareness and realization that the problem exists in alarming proportions in the United States. Lately, the evidence has grown that shows a causal relationship between handicapping conditions and child abuse.

Initially, there was a mistaken impression that the problem of child abuse and neglect occurred largely among low-income minority parents and children (Steele, 1975). This was due in large part to the reporting procedure. Many minority families were clients of social agencies and were readily accessible for recording purposes. Today this misconception no longer exists totally and it is known that child abuse occurs among every socioeconomic group. However, it should be noted that the pressures and stresses due to conditions surrounding poverty and race should not be ruled out as major contributing factors in child abuse. In the case of bilingual families, the issue of child abuse should be considered within the after-effects of race and poverty.

The issue of child abuse should not be taken lightly in discussions of handicapping conditions and culturally different bilingual populations for several reasons. First, many immigrant parents to the United States who would constitute a significant portion of the bilingual population can be found working at low paying jobs. This condition of employment has the unenviable distinction of miring parents in poverty-ridden positions and subjecting them to a stressful quality of life situations. Secondly, their offspring, born under these conditions, are not likely to have access to proper pre-, peri-, and post-natal care and therefore to be "at risk." Thirdly, bilingual school-age children have tended to be regarded as "different" equaling "deficient" by school personnel, which can produce stressful situations between home and school. Fourthly, since many of the bilingual school-age children are seeking to make the adaptation to American culture, family configurations and customs have probably been undergoing change at home. These changes have often resulted in additional pressures upon parents and family members. Stressful situations, distressed parents and different children are regarded as primary components in the child abuse equation. Thus, these factors, located within bilingual family units, should be recognized as having the potential to precipitate child abuse in bilingual/culturally different families.

Teenage Pregnancies

The second trend of family life variables affecting bilingual special education that should be mentioned is related to the issue of teenage pregnancies. This factor must be considered from the standpoint of its relationship to handicapping conditions and family structure. One reason for the inclusion of a discussion of teenage pregnancies is the alarming increase of births to teenagers. This factor has important implications because it is medically proven that very young females are at greater risk for having a poor pregnancy outcome than women in the 25 to 35 age range. Therefore, teenage mothers have a greater probability that their infant will develop some specific disability during one of the following periods: (1) pre-natal, (2) peri-natal, or (3) post-natal or neonatal. Without pre-natal care, adolescent mothers have a high chance of giving birth prematurely or of having a difficult delivery. Also, the rate of low birth weight babies has been found to be twice as high among teenage mothers as among older women. Moreover, low income adolescent mothers who are malnourished have been discovered to be likely to have complications in pregnancy and childbirth and to frequently bear infants with physical and/or mental handicaps (Texas Department of Health, 1976).

Babies that are born to these young parents not only may have more biological problems as a result of being "at risk" but may have additional problems associated with their education and socioeconomic situations (Hayden, 1979). Statistics have shown that many teenagers drop out before completing their education. In addition, high rates of divorces and unemployment have also been associated with the problem of teenage pregnancy (Chilman, 1978). Although schools have become more open in their attitudes toward the education of teenage parents, more programs are needed. Economically, a case can be made for assisting teenage parents to remain in school and to complete their education. Feely (1978) reported that the number of teenage mothers receiving financial assistance was reduced nearly 2½ times if they were able to successfully complete their high school education following the birth of their first baby. This might have a significant impact upon the quality of life enjoyed by the child and parent. Moreover, gainful employment might have the effect of serving as a deterrent to additional conditions that might place the child and mother in future "at-risk" situations.

These predictions have implications for the culturally different/bilingual student since the number of children born out of wedlock, numbers of teenage pregnancies and high unemployment rates have impacted minority and culturally different youth more harshly than their majority peers. Thus, as mentioned earlier in the report, the incidence of biological risk with accompanying chance of carrying and bearing defective children has the effect of producing potential bilingual students in need of special education services.

Parent Involvement

Why Parent Involvement and Training Programs

A number of good reasons have evolved why schools are attempting to involve parents in their educational and child development efforts. First, the schools have recognized that they alone cannot make up the gaps in the early education and development of the child. Therefore, they are convinced that parents must obtain the skills and knowledge needed to assist the child to realize its fullest potential (Cronin, 1977). Research has shown that to be successful educational effects in early childhood programs should be supplemented by parent training programs (Gray, 1970; Karnes et al., 1972; Levenstein, 1970). Additional evidence has proven that the mother's teaching style is very significant in shaping the infant's cognitive functioning and early motivation. Since the mother is the primary teacher, a great deal of the child's learning will be taking place in the home environment (Lillie, 1975).

Second, parents are acknowledged as the prime consumers of the services of the school or center. In order for parents to become intelligent consumers, the gap between parental expectations and the services provided by the school/center should be narrowed as much as possible to maximize cooperation and coordination. Schools have learned that they must have the parent's cooperation and support in a variety of ways; parents have found that they must be given assistance, counsel, suggestions and information from school/center personnel. Therefore, it is imperative that a close working relationship should be forged between the two interested parties (Lillie, 1975; Lopate, Flaxman, Bynom, & Gordon, 1970; Anastasiow, 1981).

Third, it has been determined that parents and teachers should be working together to prepare the child for later prevocational training (Rouin, 1975). Moreover, it has been suggested that models of parent training should have a curriculum for parents and teachers that would include a continuum of sequentiated skills that parents can perceive as relevant to the child's long-term development (Coughran & Daniels, 1983). Such programs should have a rehabilitation staff member on the interdisciplinary team to assist parents and teachers in providing the child with adequate entry-level skills needed for future employment. The result would be a continuum of services for the child--from birth through adulthood.

Objections to Parent Involvement

Although many educators have sided with parental involvement, some still have voiced reservations about the roles of parents in public education. However, the accountability climate of today's society and parental demands for participation have often caused educators to qualify their objections.

Therefore, most professionals have frequently cloaked their objections in educational jargon and have suggested limitations rather than outright disapproval of parental involvement.

One of the objections advanced to resist parental involvement has been the complexity of the educational process. Critics of parent participation have argued that a beginning teacher preparation program does not begin to train a graduate to quality teach, let alone equip one to work with parents. They have pointed out that since the teacher-learner process is so complex, parents have the ability to master only the most elementary concepts of parental participation in the schooling process (Kelly, 1973; Ambender, 1969).

Another argument put forth by parent involvement opponents has been their (parents') inability to successfully manage the lives of their children. Critics have belabored the evidence that supports the lack of parental direction in the rearing of their children. Pointed out are the faulty patterns of discipline and inconsistent expressions of love and trust that result in childhood emotional and behavioral problems. These problems were described as a detriment to the child's development by child development experts (Ginolt & Harms, 1965; Kessler, 1966; Wakefield, 1964). Initially these parent-child role discrepancies were categorized under etiologic influences of parental mismanagement by such labels of emotional disturbance and/or mental retardation. Later, the labels were changed to "child abuse" to reflect professionals' changing preoccupation of what they often construed to be parental indifference to the child's welfare (Axelrad & Brody, 1978).

Finally, specifically in special education, parenting observations concerning family activities were conceived from a deficit model. Parents were expected to be so consumed by such strong feelings as they passed through various emotional crises that they would be emotionally devastated. Thus, their marriages might be strained, they searched for information, and they returned repeatedly to physicians seeking a cure. This deficit approach to understanding the feelings of parents of handicapped children placed little value upon the resourcefulness and resiliency that these parents and families demonstrated in their lives.

Factors in Parental Involvement in Special Education

Research has shown that medical diagnosis of a handicapping condition bears very little relationship to the eventual achievement of the handicapped individual (Tjossem, 1974; Lipton, 1976). This can be best exemplified by the fact that a severely handicapped child might grow up to be a completely self-supporting adult, while a mildly impaired person may remain dependent on society throughout its life. The reasons for these discrepancies in the achievement of disabled individuals are undoubtedly complex in nature. One logical answer might be lodged in the kind and degree of training and educational opportunities that were made available to the person. Since the parents and home have been cited as the child's primary instructional settings, the parent-child-school interaction has to assume an even more crucial role.

Webster (1976) found that there were twenty most frequently cited problems parents encountered after the birth of a disabled child. The top three parental concerns were (1) becoming cognizant of the need and responsibility to help their handicapped child develop skills and abilities, (2) lacking knowledge regarding the availability of programs, services and vocational training in the community, and (3) having difficulty in getting help during the early period of childhood (1 month to 3 years). A fourth deterrent to parental involvement could also be added. This can be cited as the lack of parent participation (Callier Center for Communication Disorders, 1976). In the past, parents have been excluded from the planning, decision-making and intervention process until recently; parent involvement is now required by Public Law 94-142. Parents must be an integral part of the intervention system (Management Services, Inc., 1976).

Davis (1980) stated that the involvement of parents as teacher-learners presents special educators with the additional task of determining how to train parents as well as their children. Special educators must be prepared to address the following questions: "What do parents need to know to work with their infants/children? What should be the focus and extent of parental involvement? What are the needs parents have while participating in an infant/child training program?" Lillie (1976) discussed four major components necessary in parent-training models: social and emotional support for parents, exchange of information, parent participation, and parent-child interactions. TymChuk (1975) set forth four goals of parent training: (1) helping parents deal with issues concerning feelings, attitudes and emotions that result from having a handicapped child; (2) giving accurate information regarding diagnosis, prognosis, and treatment; (3) presenting a perspective of their child's development through learning of normal child development; and (4) training in skill development so that parents can take an actual role in the education of their child.

To meet these needs, parent involvement has to be highly individualized to each family constellation, including siblings (Yogman, Sammons, & Brazelton, 1980). Interactions between parents and handicapped children appeared to be different for each family and must be separately analyzed by the professionals involved. Gabel, McDowell and Cerreto (1983) discussed the family as a unitary context in which disabled infants grow and the mutuality of influence between handicapped children and their families. Factors which affect family adaptation have included infant characteristics (type of disability, parent's perception of the disability and the family's demographic characteristics). Another set of factors affecting family coping ability was intrafamily dynamics such as communication styles (Gabel et al., 1980). Professionals must have an awareness of all the interactive family variables when developing an individualized plan of family involvement, counseling and training.

Research with siblings of handicapped children was reviewed by Gabel et al. (1983). A cautious generalization of the studies has suggested that the normal sibling of the disabled child is at risk for emotional and behavioral disorders.

Parent and Teacher Variables

Expectations of Children with Special Needs

Studies examining variables of parental and teacher expectancies for attractive versus unattractive children were reported by Adams & Crane (1980); and the influence of adult expectancies on children self-concepts (Smith, Zingale, Coleman, & Michael, 1979). These two studies determined that (1) adults expect more attractive children to be socially preferred at the preschool level, and (2) adults expect children from higher socioeconomic backgrounds to excel academically relative to lower socioeconomic children.

Minner (1982) tested class vocational teachers (grades 9 through 12) and found that various vocational education teachers perceived academic and behavioral abilities of handicapped children differently, i.e., had lower expectations for achievement for children labeled learning disabled and mentally retarded.

Larsen (1975) provided more insight into the attitudes and expectations of teachers concerning the handicapped. He listed sex, ethnicity and low achievement as important variables that affect the expectations that teachers hold for students. Jackson and Cosca (1974) found that Mexican-Americans received substantially less of those teacher behaviors known to be strongly related to gains in student achievement. Leacock (1969) and Coats (1972) discovered that majority teachers tended to perceive race as a negative feature when reacting with minority students. Finally, Kleinfeld (1972) found that the problem of teacher racial and ethnic misconceptions was not limited to Mexican-American and black students. He studied the interactional attitudes and patterns of teachers of Alaskan Indian and Eskimo children. Kleinfeld's (1972) finding substantiated the fact that a large number of majority teachers were negative in their behavior and expectations toward the minority students.

Sex also has been a factor in teacher expectations. Arnold (1968; Datta, Schafer, & Davis, 1968) found that teachers tend to view girls more favorably than boys. Spaulding (1963) discovered that criticism was infrequently directed toward girls in the classroom and, when given, was usually directed toward females in a conversational tone. Thus, this study supported other findings by Jackson (1968) and Antes, Anderson, and De Vault (1965) that boys tend to possess a less favorable attitude toward school than girls.

Student achievement or lack of student achievement is seen as a critical variable in teacher expectations of children. The achievement factor can be considered crucial since the majority of students/children are referred to special education classes because of their academic underachievement (Kirk & Elkins, 1974). There has been a considerable body of research that indicates that low achieving students receive more criticism and less praise than their achieving counterparts (Hoehn, 1954; Morrison & McIntyre, 1969; Good, 1970). Larsen (1975) has felt that the use of a tracking system intensifies the effects of teacher expectancies on pupil achievement. Dahloff (1971) has said that the results of this system have been that high achievers receive the best that the system offers while low achievers receive the worst. Moreover, language differences of minorities have tended to magnify differences among majority and minority students. Rist (1970) presented evidence from his longitudinal study that non-standard English speakers were likely to be rated as low achievers.

The result of these teacher expectations had been for schools to routinely assign these students to special education. Thus the causes for handicapping conditions were attributed to poorly defined internal deficits, lack of parental support, low motivation and other familial causes. Recent research has demonstrated that for a large number of children, school failure may be directly related to teacher expectations and consequential self-fulfilling prophecies that evolve from these expectations and attitudes. However, attitudes can be changed. Sokol (1979) discussed two approaches to the problem of changing attitudes. One was to provide information that will change the belief system of the learner. Change will be facilitated when the source of information is respected, when the initial attitude is not entrenched, when communication reflects attitudes that are consistent to the needs of the receiver and when the communication is acceptable to important referent groups of the receiver. Attitudes are also changed through experience. Sokol (1979) conducted research which indicated that teachers' attitudes toward mainstreaming severely handicapped children would be measured as significantly more positive after one hour of training and disbursement of information.

Attitudes can also be changed with regard to career education for handicapped children. Koster (1978) pre/post-tested parents and teachers on a Likert-type attitude scale concerning career education. A treatment group received a book of readings about career education for the handicapped; post-test scores showed significantly more positive attitudes toward career education for the treatment group. These findings were more significant for teachers than parents, however.

Teacher expectations have not been the only factors that have impacted the perception of handicapped. Parental attitudes, expectations and knowledge have played an important role in the education of their children. As previously mentioned, the passage of PL 94-142 mandated that parents of handicapped children be considered an integral part of the team that would plan and educate handicapped students. Moreover, specific tenets of PL 94-142 and related judicial court cases have spoken directly to the concerns of culturally and linguistically different minority parents and children.

One mandate that has affected culturally and linguistically difficult minority parents and school relationships has been the priority service consideration. A portion of the priorities stipulation has declared that service should be extended to those populations inadequately or not previously having been served. This has impacted services to the culturally and linguistically different in two ways. One, educators have had to look beyond the category of mental retardation as a depository for culturally and linguistically different minority students. Two, culturally different minority parents could be expected to push for their children to be exposed to the wide range of services in special education rather than just the subsets of mental retardation and emotionally disturbed (Marion, 1981).

The due process clause also affected culturally and linguistically different minority parents and special education (Marion, 1979). Special education gave parents the right to appeal decisions, placement, dismissal and the educational planning of the children (Marion, 1979).

Another important component of PL 94-142 affecting culturally and linguistically different minority families and schools has been the testing provision. Testing is required to be non-biased and culturally free, in the primary language of the child and in the primary mode of communication. This mandate has special significance for bilingual populations since it has the effect of precluding children from being placed into special education classes solely on the basis of language differences.

Although PL 94-142 was the legislative edit that consolidated the effort to make parents co-equal partners in the educational process, minority parents had already used the judicial process in their attempts to slow the classification and placement of their children into special education classrooms (Marion, 1981). For example, in Larry P. vs. Riles, Black parents contended that Black children had been placed in classes for the mentally retarded on the basis of inappropriate testing procedures. In Diana (1973), Mexican-American parents challenged the classification and placement of their children into classes for the mentally retarded primarily on the bases of language differences and the results of intelligence test scores. Finally, in 1974 the Lau decision on behalf of the plaintiffs (Chinese-speaking students), stated that school districts should provide instructional programs in a language that limited English speaking students could understand. The Lau decision has been liberally interpreted to also include handicapped students. Thus, the testing issue, especially the use of I.Q. tests to evaluate and to assign culturally and linguistically different students into special education classes, has been a long-festering source of conflict between minority parents with exceptional children and the schools (Marion, 1981; Baca & Bransford, 1981). In spite of the fact that cases involving bilingual special education are not being litigated at this time, it does not rule out the possibility of future lawsuits in the area (Baca & Bransford, 1981).

Although PL 94-142 and judicial decisions placed special educators under legal and legislative requirements for working with parents, a body of research is recorded that speaks to general parental expectations for their handicapped children.

The literature that addresses parental attitudes and knowledge is best described by one term - extensive. Research studies which examine knowledge and attitudes have used various constructs and theories from various areas of behavioral science. Some authors have used the terms knowledge and expectation interchangably; other writers have used attitudes and feelings to describe similar categories. The following literature review will have combinations of each arrangement.

A child's first lessons on identity are learned at home and influenced by expectations of parents. When parent's expectations are consistent with the child's developmental needs, they have tended to encourage normative behavior and to foster positive self-concept in the child. This is made possible in the early years because the family then has the most desirable teacher-pupil ratio at a time in life when it is most important. Strom (1981) said that it is important to gather data to determine what fathers and mothers *expect* of their children and how they perceive themselves as teachers. The information could improve diagnosis, guidance, and curriculum planning. Differences in child-rearing *expectations* are related to ethnic and social class membership and may influence the success of particular parent education strategies.

Hammer (1979) quoted a presentation by Barraga (1966) in which parental expectations were classified into attitudes toward the child and his condition.

Accepts child Accepts condition	Accepts child Denies condition
Denies child Accepts condition	Denies child Denies condition

Other studies which involved parental/caretaker expectancies for disabled children are briefly summarized as follows. Mayadas (1975), Mayadas (1976), and Mayadas and Duehn (1976) determined experimentally that significant persons' in the handicapped child's life (parents, houseparents) expectations are positively related to the handicapped child's performance. Role synchrony was discussed as a major factor, i.e., the interacting parties perform according to the range of prescriptive behaviors determined by the discrepancy between role expectations of the nonhandicapped and role performance of the handicapped. The authors concluded that there is need for more extensive involvement and rigorous training of significant others in making educational and vocational plans for the handicapped child than is usually noted in current practice.

"What mother expects from her baby is what she gets" seemed to be the norm according to Snyder, Eyres, and Barnard (1979). In investigating parents' expectations for newborns Snyder and co-researchers concluded that what mothers believe to be true about children can be a self-fulfilling prophecy.

A study by Stevenson and Lamb (1979) examined the extent to which infant sociability and home environment correlated with cognitive capacity. They discovered evidence that suggests that the rearing environment influences infant social development which correlates with cognitive ability. As stated in the Snyder et al. (1979) research, lack of parental knowledge and low expectations can provide negative aspects to an infant's environment; ultimately cognitive development is hampered.

Gordon (1975) interpreted a large portion of the research and concepts about the importance of parental expectancies. He found: "Parents set expectations for intellectual and academic achievement. We have long known that these expectations actually influence the achievement of children...in the vernacular, if you don't ask, you don't get." Parents also have a desire for their children to be happy and experience general life satisfaction inclusive of a good self-concept, to be able to get and hold a satisfactory job. All these parental goals are influenced by parents' assumptions about the nature of children and learning (Gordon, 1975). Buscaglia (1975) stated that the disabled child's approach to life depends upon the family and caregiver's sensitivity, attitudes, acceptance and expectations of the child.

Attribution theory (Heider, 1958) has emphasized the role that attributions (belief systems) play in interpreting the behavior of others. Parents have to develop their own attributive (belief) systems about general developmental processes and norms and their particular child's capabilities. Belief systems are seen as a product of past/present experiences with children in addition to the disposition of the parent (attitudes, demographic variables), and the child's own behavior influences the nature of the parent/child interaction. The parent will have brought to each encounter with the child a belief system, disposition, expectations, and decision rules about appropriate parental behavior (Abelson, 1981).

Studies such as one by Chamberlin, Szumowski, and Zastowny (1979) have recorded that mothers who know more about child development reported more positive interactions and descriptions of their children. They reported that mothers who demonstrated higher scores on child development knowledge were evaluated and found to have more positive interactions with their disabled infants. In another study mothers of high risk infants who participated in parent programs were found to have more realistic expectations of development than control group mothers and identified their infants as less difficult (Field, 1980).

Parental knowledge has been shown to influence parental expectations which in turn determine the type of environment provided for the infant. Ninio (1979) found a direct parallel between when parents estimated developmental milestones and when parents introduced talking, reading and motor activities. Sailor and Haring (1977), in discussing current trends in training severely multiply-handicapped children, state that the extent, speed, and progress of the child depend on educational carryover in the home with family members.

Ramey and Campbell (1979) have done extensive research with educating parents of high risk infants. As part of this study the mother-infant dyad was under intense scrutiny and the construct of "functional maternal concern" was developed. Functional concern represented a desirable status and an ongoing development of the parent-child relationship. Two internal adult skills such as problem solving and communication are drawn on in functional concern. Ramey and Newman (1979) described four external components of functional maternal concern. One of these external factors was the basic motivation of parents to be parents or their attitudes toward parenting. Parental knowledge is a second major factor. According to Ramey et al. (1979):

> it is surprising how little systematic information we educators have about the particular knowledge that parents need...it is still far from universally agreed upon what knowledge individuals should have to be adequate parents. (pp. 157-164)

Preliminary assessment of the study reported (Project CARE) was that the mother-infant interactional system is modifiable by family education.

Illingworth (1963) expressed the idea that society does not promote support systems and positive, constructive models for families of disabled infants. Parents are isolated in their efforts to provide an environment which would facilitate the child's maximum potential. According to Barsch (1968) a trial and error approach is used by parents and they generalize their approach with their non-disabled child to their disabled child. Warfield (1975) and Lally and Nonig (1975) stressed that parents need information to meet the daily needs of their disabled child. Information about normal development, disabling conditions, behavior modification, intervention techniques and special equipment must be provided (Jelinek & Kasper, 1976).

The third major variable in family relationships is related to parental attitudes toward their handicapped children.

Sokol (1979) commented on the construct of attitudes as being so complex that one can't speak of "measuring an attitude." Properties of attitudes are direction, magnitude, intensity, ambivalency and salience. Magnitude (the degree of favorableness or unfavorableness) is the priority most research has addressed. This property could be applied to the parents' feelings or attitudes toward the birth of a handicapped child. Behavior toward an object or person is perceived as a function of many things, one of which is believed to be attitude. Attitudes alone are not seen as sufficient causes of behaviors, but rather what people think about, feel about and how they would like to behave toward an attitude object.

According to Collins (1982) parents' attitudes toward disability are culturally determined. Data has indicated that parents' perceptions of the severity of their child's disability affects their acceptance of the child. The greater the severity, the less accepting the parent is seen to be (Pozanski, 1973; Sonit & Stark, 1961). Significant variables regarding the child's characteristics which affect parental attitudes have been prematurity, child's birth order, attribution, whether disability is physical or mental and type and degree of child's impairments. Visibility of impairment has appeared to affect parental attitudes negatively (Monbeck, 1973; Stewart, 1978).

Characteristics of the parents' support system also have played a role in the determination of parent attitudes. Supportive services from professionals on an ongoing basis have potentially appeared to affect parental attitudes. MacKeith (1973) pointed out potential crisis points in parents' attitudes in the developmental stages of their disabled child. These stages parallel Hammer's six crisis periods experienced by parents when it seems critical to provide support. These six critical crisis periods (Hammer, 1979) through which parents pass in the life of their handicapped child are enumerated as: (1) at birth or suspicion of handicap; (2) at the time of diagnosis and treatment;

(3) as the child nears age for school placement; (4) as the child nears puberty; (5) at the time for vocational planning; and (6) as the parents age and realize the child may outlive them. Hammer (1979) stated that parents are generally not protective of their handicapped child and genuinely want to teach. However, the majority have perceived themselves as being unable to provide necessary learning experiences at home.

As can be seen from the preceding discussion, parents have to play a central role in the education and development of their handicapped children. Intra-parent variables of knowledge, expectancies and attitudes have affected how the parents react to their child and should be seen as important considerations in providing parents with training.

Parent Involvement in Bilingual Special Education

Baca (1980) listed six pre-requisites for parent involvement in bilingual special education programs. He postulated that parents should have:

1. Ability to understand the importance of parental involvement in bridging the gap between the home and school environment for bilingual handicapped students.
2. Ability to understand culture-specific child rearing practices and how this may affect classroom behavior.
3. Ability to involve parents in the instructional process.
4. Ability to counsel parents regarding various aspects of their child's handicapping condition.
5. Ability to utilize community resources for the handicapped.
6. Ability to advise parents of their due process rights relative to their child's education.

Ayala (1978) agreed that parent involvement should be a major component of bilingual special education programs. In his opinion, much of the advancement of the handicapped child in the areas of acceptance, program, research and other dimensions can be directly attributed to the work of parents. However, such endorsements of the opportunities for parents' involvement in bilingual special education programs should not be construed as an admission that parents are participating fully in programs for their handicapped children.

Evolution of Parental Involvement in Bilingual Special Education Programs

Present parent participation, training and education movements in bilingual special education can be said to be a relatively recent phenomenon that evolved as a result of several forces and social trends. They have followed the passage of the Bilingual Education Act of 1968 and PL 94-142 or Education of All Handicapped Children Act of 1975. Moreover, parent participation has been greatly facilitated through the courts as has been previously noted on pages 22 and 23.

While reviewing legislation and litigation particularly relating to bilingual special education, much of the documentation has specifically involved court action by parents on behalf of the evaluation, placement and re-evaluation of their children into special education classes. However, only one case, Dyrcia vs. New York Board of Education (1979), included an order for the provision of bilingual special education students (Baca & Bransford, 1981). However, in spite of these beginnings serious problems have complicated parent involvement in bilingual special education.

In fact, serious problems within the parent-school relationship in bilingual special education have remained unresolved. These can be cited as:

1. Parents of bilingual special education students are reluctant to become involved in the educational process.
2. School systems often abuse the rights of parents of bilingual special education students.

3. Parents of bilingual students in special education programs are still not well informed consumers of education.
4. Recent changes in parent involvement within school programs in special education need to be better articulated to parents by school administrators and professionals.

These parent-school problems are more fully explored under the sections on Attitudinal, Academic and Cultural Gaps Between Parents of Bilingual Special Education Children and Special Education Professionals.

Communication Gaps Between Bilingual Parents and Professionals

Attitudinal Communication Gaps. This communication gap often has arisen from the failure of professional educators to communicate with the parents and the failure on the part of parents to ask questions of professionals (Marion, 1979). Many times the parents of linguistically and culturally different children are apprehensive about their contact with school officials (Huong, 1983). Immigrant or first generation parents often were reared not to question the judgement of school personnel. Schools are regarded as the place where children go to learn and parent input into the education of their children is not welcomed or desired. Barsch (1969) earlier pointed out this problem with majority parents and it is compounded with many bilingual parents in special education. Often culturally and linguistically different parents have accorded the professional the title of "expert" while special educators have no wish to be seen in that role. Thus many parents have tended to stay away from schools and to let teachers handle the children.

When many bilingual parents do go to schools, they have gone with great anxiety (Marion, 1979). Bad news has often accompanied a visit to the schools. Since preventive programs have often not been available to their children, many bilingual parents are concerned that their children will be characterized as different primarily through language and racial differences. The result of this characterization has often resulted in placement within classes for mentally retarded or learning disabled in special education. This phenomenon can be related to Larsen's (1975) contentions about referrals being influenced strongly by race and ethnicity.

In some instances, although bilingual special education programs are needed, they are not provided. The opportunity to participate in a bilingual program is based upon the availability of a program as well as the access to such a program. Thus parents may have difficulty working with school officials in separating the impact of the handicap from the impact of language differences upon the child. When this happens, the lesser of the two needs may be construed to be less important and therefore the child might not be served appropriately (Baca, 1980). On the other hand, Pepper (1976) has argued that Native American children should not be set apart in special education classes. He has tendered the argument that Indian parents feel that public schools have betrayed them and their children. Therefore, they are reasserting themselves about their culture and are stressing special education programs as supplementary rather than main courses for Native American children.

Academic Communication Gaps. One of the major academic issues that has confronted special educators has been their inability to communicate with linguistically, culturally different parents. This has been a frustrating experience for school districts for several reasons. Many parents of bilingual students do not have an adequate command of English. Others do not have the ability to read. Consequently, many parents of bilingual students have their pride and are not quick to "profess their ignorance" (Marion, 1979).

Another reason parents of bilingual pupils have not participated in conferences and meetings is due to the fact that they are not talked to in layman's language. When this happens, parent's rights are abused (McLoughlin, McLoughlin, & Stewart, 1979; Marion, 1979). Huong (1983) noted that many Vietnamese parents were easily intimidated by school personnel. Thus the language barrier compounded twice (culturally and linguistically) plus a foreign environment had the effect of making schools cold and impersonal places (McLoughlin, Edge, & Strenecky, 1978). Marion (1979) and McLoughlin et al. (1979) have urged that professional jargon not be used with parents. Rather, language gaps are minimized when professionals do not use language that is far above the parent's comprehension.

Finally, many bilingual special education programs are lacking the numbers of professionals to adequately service parents and students. As a result of the absence of professionals, schools have either had to curtail or suspend needed services. When this occurs, many bilingual programs are finding it necessary to use community persons as assistants to supplement the work of professionals (Satcher & Ashley, 1975; Marion, 1979). This has had the effect of providing opportunities for parents to express their concerns through interpreters to professionals, to review programs and the IEP's, and to ask questions. However, one fact should be remembered, in spite of the good intentions of the school district. Parents of bilingual special education students have the right to expect that their children will be served by credentialed professionals just as children in the regular special education are now being served.

Cultural Communication Gaps. Attitudes toward education and child development are all shaped by one's cultural background. Special educators must have an awareness of the culture of linguistically and culturally different parents if they are to successfully involve parents and to assist them in intervening in the lives of their children. This parent involvement and training has somehow got to be done within the individual's culture of lifestyle. Korchin (1980) has stated:

> ...The melting pot illusion is fading and people can take pride in the fact that we are a culturally pluralistic society. Cornbread, tortillas and bagels are finally holding their own against Wonder Bread, however enriched. The recognition of diversity can lead to respect for the unique problems of each group. (Korchin, 1980, p. 262)

Although different cultural lifestyles are central to cultural diversity, sometimes this difference can be perceived as a serious communication gap in parent involvement and training in bilingual education programs.

In some families "at risk," doctors and "healers" are both seen in efforts to cope with their medical problems, i.e., defective children, teenage pregnancies. Folk medicine and faith healing are still seen as vital elements in Hispanic and Native American communities. Similarly, voodoo-medicine is often used in securing good health in Haitian-American societies (Satcher & Ashley, 1975).

Culture also has influenced bilingual family functions and constellations. Native Americans have moved through three stages in U.S. history--noble savage, ignoble savage, victim--to an assertive Indian posture (Pepper, 1976). Hispanic families have shown several divergent trends as they evolved. Mexican-American families have exhibited three family types--traditional, dualistic and atypical, while Puerto Rican families have also tended to show non-traditional and traditional family units. Likewise, so have Asian-Americans in immigrant families retained traditional values while second generation children have been more Americanized (Suzuki, 1980). Thus, educators who are desirous of active parent involvement should be concerned about the different family configurations that exist between and among bilingual populations. Only if bilingual educators are cognizant of the familial interactions (i.e., cooperative--Native Americans, extended-traditional Mexican American) can positive parental involvement and training be effected.

Initial Efforts Affecting Parent Involvement in Bilingual Special Education

The rise of special education programs for bilingual children has been a recent development and hence there has been very little research in the area. Despite the scarcity of reputable studies, several successful programs in the area can be cited. Baca (1974) reported success in his efforts when using a bilingual/bicultural approach in working with educable mentally retarded children. Evans (1976) also worked successfully with Mexican-American preschool children who were severely disabled, auditorially or visually handicapped and had limited English-speaking ability. Askins (1978) documented similar successful findings in his study.

More recently, other examples of bilingual special education programs have been found. The San Jose, California Unified School District has been serving bilingual special education students since 1976. In September of 1982, the district initiated seven new programs to serve limited English (LEP) special education students. In addition to the San Jose program, several Texas school districts have been recognized for having effective bilingual special education program. These districts with exemplary delivery systems were San Marcos (1979-80), Bishop (1979-80), Crystal City (1979-80), and New Braunfels (1979-80). One of the key factors cited for the success of these outstanding programs was community involvement (IDRA Newsletter, 1981).

Although these infrequent reports of successful bilingual special education programs have been located in the literature, mention of parent involvement programs has been even less discussed. However, some successful parent models in bilingual special education can be mentioned. Some of this lack of parent involvement programming can be traced to the fact that most child and teenage parenting models cited in the literature were not developed with bilingual populations in mind. Moreover, there has been much confusion about what constitutes parent involvement. Some have seen parent involvement as counseling; others have viewed it as a linkage between home and school; still others have deemed parent participation to be an information exchange between professionals and parents; another group has perceived it to be parent education where professionals teach parents carry-over skills to be taught to their children at home (Marion, 1979). These differing philosophies plus a lack of programs have contributed to an insufficient number of programs designed to serve parents of bilingual children with special needs.

Some Considerations for Involving Parents with Bilingual Exceptional Children

Parental reactions to the birth of a handicapped child have been described by researchers (Olshansky, 1962; Pozanski, 1973). Generally, these stages are expected to follow the sequence as noted: shock, denial, grief, guilt, inadequacy, anger and depression, acceptance and coping. This is chronicled as a critical period for interventionists to begin parent participation (Lillie, 1975; Hayden, 1976). Attitudes and feelings of the parents should be central to any considerations that need to be worked through in this process of parent involvement.

Relating to models of infant intervention and parent training, Hayden (1976) asserted that parents should have knowledge and support during the early weeks and months before patterns of parenting become established. Models of parenting and specific instructions should be provided for parents. She has urged that the first stage of intervention should begin when the parents start the process of adaptation in which energies are refocused.

> Professionals must back up parents so they can continue the process of negotiation with their child, searching for strengths and adaptations within each of them that will optimize the child's later development. (Yogmen et al., 1980, p. 55)

Marion has agreed that culturally different minority parents with handicapped children do need help during this period. However, he stated that these parents might not be affected or consumed by all of the same strong feelings as majority parents of handicapped children (Marion & McCaslin, 1979). Towal (1980) also found discrepancies between theories of parental attitudes and parental attitudes toward their child's disability. Luderus (1977), too, reported in her study of Mexican-American parents that they did not fit the stereotype frequently ascribed to parents of Hispanic handicapped children.

The discrepancies observed in these studies have not rendered obsolete the generic feelings and reactions formerly attributed to the parents of handicapped children. However, these findings have given rise to the suspicion that culturally and linguistically different parents may not equate with the pattern of feelings and emotions generally ascribed to majority families.

Another factor that may heavily influence the extent of participation and involvement by parents with bilingual exceptional children in school and related activities is related to the issue of religion (Marion, 1980). Many of the bilingual populations discussed in this paper and elsewhere in related studies have strong feelings or emotional ties to a diety, supernatural entity, or a concept imbued with religious overtones. Religious values derived from these teachings are transmitted either through cultural mores or familial ties from generation to generation (Pepper, 1976; Burgess, 1980; Fitzpatrick & Travieso, 1980; Suzuki, 1980; Marion, 1981). An understanding of the manner in which religious values govern the way of life observed by bilingual families can be considered crucial to any attempts to initiate and to maintain communications and relationships with bilingual parents. Often a lack of knowledge and understanding in this area of family relations has seriously hindered the parent-school relationship (Marion, 1981).

Another dimension of religion might also have relevance for bilingual populations. Families with a Catholic religious orientation have been found to be more accepting of the handicapping condition of the child than Protestant families. Within the spectrum of bilingual special education, many different religious persuasions are represented that adhere to a respect for their fellow persons. However, together these bilingual parents can be construed to be formidable proponents of "acceptance" of the child into the family. The "Que sea lo que Dios quiera" of the Hispanic family might well have the same ramifications as the "His spirit is everywhere" of the Native American.

The severity of the handicap, type of exceptionality and the families' socioeconomic condition may have differing effects on how families view the child's handicapping condition (Chinn, Winn, & Walters, 1978). As previously discussed, many bilingual parents with exceptional children have been caught in lower socioeconomic brackets and their families are characterized as living at or near the poverty level. For these parents, religion has different connotations than for the more affluent population. Robert Cole (1974) elaborated upon the perception that poor parents have of religion. He cited testimony given by these parents and families that stated religion was the source that afforded them an opportunity to get away from the harshness, pressures and forces visited upon them in their everyday lives. Marion (1981) elaborated upon a similar theme and called it a "transference of faith principle."

From the evidence presented by Hill (1972), Castaneda and Ramirez (1974), Fitzpatrick and Travieso (1980), and Marion (1981), the issue of religion should be considered when programs for involving parents in bilingual special education programs are being contemplated or being implemented.

Another area of consideration for facilitating parent participation in bilingual special education programming would have to be the area of testing and evaluation. As previously cited, minority parents and most recently parents of bilingual children in special education have become wary of testing procedures that have tended to place their children disproportionally into special education classes. Jones (1976), Pepper (1976), Johnson (1976), Dent (1976), Baily and Harben (1980), Hillard (1980), Baca (1980), and Marion (1981) have all called attention to this problem but it has continued to exist as an area of discontentment between schools and minority culturally and linguistically different parents of exceptional children. As Marion (1981) noted, assessment of minority children by schools has generally resulted in a disproportionate number of culturally and linguistically different children being confined to the lower end of the continuum for exceptional children or specifically in classes for the mentally retarded, learning disabled or emotionally disturbed.

In view of all this furor over the testing issue, parents of bilingual children have watched while proponents of assessment have defended testing as a placement tool, have added bilingual tests to batteries or have employed interpreters to work with culturally and linguistically different students (Marion & Bernal, in press). On the other hand, parents have seen opponents of testing who have continued to assail use of I.Q. tests due to norming procedures, item selection (out-of-level testing) and problems inherent in translation for tests used with bilingual populations (Marion & Bernal, in press).

Thus, in light of this confusion, the animosity that has developed between culturally and linguistically different parents and schools should be given serious consideration for its effect upon the relationship between bilingual parents and special education professionals.

Recommendations for Future Directions and Actions in Parent Involvement

Special considerations for parent involvement in bilingual special education have been pointed out. However, specific recommendations can be made that will strengthen and improve future programs for parent involvement in bilingual special education programs.

1. Submit this stimulus paper (together with others of the research group) to universities, SEA's, LEA's and others who are eligible and/or interested in bilingual special education programs and funding.
2. A Leadership Training Institute (LTI) for Parent Involvement in Bilingual Special Education should be funded. Although some parent involvement programs are functioning around the country, an Institute of this nature is needed to train parenting professionals. The format of the Institute might include the following areas: Counseling with Parents; Understanding of Cultural Diversity; Child Rearing Practices of Different Cultures; Problems Faced by Bilingual Parents in Accessing the System.

3. Information concerning Bilingual Parenting Programs should be collected and disseminated. Existing programs that have provided exemplary services to exceptional children and to bilingual (and minority) parents should be examined. Data and information collected should be stored in a mechanism that will exchange "rough" materials as well as "model" programs. Also, the retrieval system should be designed in a manner that will allow data and design on existing bilingual parenting programs to become an instructional resource to trainers and teachers.
4. Contact SEA's and IHE's for lists of individuals who are teaching courses in parent involvement and education. This list would include those who are carrying out demonstration or model programs involving parents who are carrying out in-service training programs, who have special competencies in working with bilingual parents and who serve in leadership roles in parent organizations. This list could be shared with those who have been identified in the state.
5. Develop resource materials. Develop a resource book on books, materials, films and other materials on bilingual parent special education programs to be made available to the field.
6. Establish a parent advisory group. Provide funds (travel and per diem) to each SEA for the establishment of a parent advisory group to work on the improvement of training and/or the retraining of teachers to communicate with bilingual parents with exceptional children.
7. Conduct additional research in the area of Parent Involvement. Some questions that should be further explored are:

a. Do Native American, Asian-American, and Hispanic parents differ in their reactions to the birth of an exceptional child?

Much of the literature and research up to this point has tended to confirm the fact that certain defense mechanisms (guilt, anger, chronic sorrow) are generic to most families with exceptional children. Two studies of recent vintage have found some variance from these reactions within black families. Therefore, this question should be explored more fully to determine if parental reactions vary between different racial/ethnic families.

b. Barraga's model of crisis periods depicts six critical stages in the lives of parents of exceptional children:

(1) At the birth of the exceptional child.
(2) At the time of diagnosis of the exceptionality.
(3) At the child's entry into school.
(4) At the age of puberty.
(5) At the time of vocational choice.
(6) At the age of young adulthood when parents begin to age.

This research question would relate to these critical periods: Does each racial/ethnic parent group harbor the same feelings toward each ascribed crisis period?

Another related inquiry could be made as to whether each racial/ethnic parent group considers the six periods to be crisis stages in their lives.

c. Further examination of the effect of religion upon parental acceptance and attitudes of parents with exceptional children is needed. For example, Catholics have been found to be more accepting of exceptional children than Protestants. Several questions can be raised concerning the effect of religion upon the quality of life enjoyed by the families with exceptional children:

(1) Is the acceptance concept--i.e., Catholics more so than other religious preferences--equally valid with these racially/ethnically different populations?

(2) Are there appreciable differences in the levels of acceptance of the child's handicap among bilingual populations of racially/ethnically different parents?

(3) How has the concept of "faith" and belief in God affected family relationships--i.e., gain strength to carry on, etc.?

d. The fourth set of questions could seek to examine the roles and needs of family members. Ross (1964) and Farber (1969) talk of family disequilibrium or tension that results from the birth and during the life cycle of the exceptional child in the family:

(1) What stresses were introduced into the family unit as a result of the exceptional family member?

(2) Were the parents and families introduced to intervention strategies? If so, what kinds? If they were not, why not and what kinds would they have preferred (i.e., counseling, information, financial assistance, etc.)?

(3) How have their family roles been changed since the advent of the exceptional child in the family? What modifications and/or adaptations have parents been forced to make? Have sibling roles changed?

(4) What are the needs of parents in the affective and cognitive domains? Do they differ from parent to parent (mother vs. father)?

(5) What are the needs of siblings?

(6) Are the needs expressed constant across the three major bilingual groups studied?

(7) Have family goals changed as a result of the introduction of the exceptional child into the family?

e. More study needs to be done on the strengths of bilingual families to cope with handicapping conditions. With these reasons in mind, the following kinds of questions could be raised. These are:

(1) What factors prevent bilingual parent involvement with the school and the special education program?

(2) What is the impact of interviewer-family similarity or dissimilarity on the involvement process?

(3) What are the reactions of different bilingual family types--i.e., typical, dualistic, atraditional--to the child's handicap?

(4) What is the effect of the family's socioeconomic status upon the acceptance of the child's handicapping condition?

(5) How do the roles of family members change with the introduction of the exceptional child into the family?

(6) Who bears major responsibility in the family for tending and working with the exceptional child?

(7) How do parents regard the school? Friend or adversary?

(8) Do parents attend ARD meetings?

(9) Are parents satisfied with the program provided for their child?

(10) Do parents perceive the teacher as the "expert" or do they see themselves as co-equal partners in the education of their children?

(11) How knowledgeable are parents about PL 94-142? Their rights and responsibilities?

(12) Do parents and teachers share common goals for the child?

8. Improve Teacher Training Programs. Work with IHE's to improve programs that train pre-service teachers to work with parents of bilingual exceptional children. Advocacy functions and other roles that afford parents and teachers a common basis for developing specific skills should be encouraged.

9. Networking with Parent Involvement Providers. Efforts should be made to set up a network of interested parent trainers, professionals, and parents to provide assistance in conceptualizing, implementing and disseminating information.

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PARENTAL INVOLVEMENT
BILINGUAL EDUCATION/SPECIAL EDUCATION

Anderson, Parents, wake up: why deprive your child of a superior education. Hispania, 1980, 63, 391-392.

This article dealt with language acquisition of preschool Spanish-speaking children, and the roles of parent-child and parent-teacher relationships.

Beale, A. and Beers, C. S. What do you say to parents after you say hello? Teaching Exceptional Children, 1982, 15, 34-38.

A brief explanation of the underlying assumptions and authors who advocate them are provided for the parent education, parent involvement, and parent communication approaches. After completing a five situational exercise, a teacher may fall into one of four classifications: 1) facilitative teacher, 2) Detective Columbo, 3) Mother Hen, and 4) drill sergeant.

D'Zamko, M. and Raiser, L. IEP development and implementation: systematic parent-teacher collaboration. Teaching Exceptional Children, 1981, 13, 122-124.

The proposed model suggests a systematic way to involve parents as active diagnostic-prescriptive home teachers. From the time of initial referral parents can be included as essential team members, observing changes in learning behavior and extending the learning begun by the teacher at school.

Forsythe, Soaking it up in Milwaukee. American Education, 1981, 17, 21-22.

A bilingual/English as-a-second-language program is explained. The role of parent participation is also discussed.

Holmes, and Holmes signed and spoken language development in a hearing child of hearing parents. Sign Language Studies, 1980, 28, 239-254.

Manual and spoken communication modes of bilingual children are delineated in this article. The role that parents play in the development of language aptitude and general communication skills are discussed.

Hoz, Freedom of education: an enduring problem. Western European Education. 1981, 13, 6-35.

Educational policy as it applies to bilingualism is the focal point of this article. Parent-student participation as integral components of a bilingual program is described.

Karnes, M. B., Studley, W. M., Wright, W. R., and Hodgins, A. S. Educational intervention at home by mothers of disadvantaged infants. Child Development, 1970, 41, 925-935.

Procedures are suggested by the authors as to how mothers of disadvantaged infants can increase their babies' cognitive development.

Kimball, Evaluation of 1980-81 Bilingual Title VII program. Journal of Research and Evaluation of the Oklahoma City Public Schools, 1981, 11, (no pages noted).

The variables of parent attitudes, parent-school relationship, program effectiveness, bilingual/multicultural education, and cultural pluralism were evaluated.

Kohn, J. Don't ignore your ELS child: team up a volunteer and these techniques to practice conversational English. Instructor, 1974, 8, 102-104.

Reported is a program in which community volunteers tutor non-English speaking students in basic English. The volunteers are said to employ such techniques as object boxes, magazine pictures, and audio-visual aids to teach the vocabulary and language skills needed for classroom functioning.

Kroth, R. Parents-powerful and necessary allies. Teaching Exceptional Children, 1978, 10, 88-90.

The intent of this article is to emphasize that the more parents know about educational techniques and procedures, the more active they can be in the educational process. Topics such as 1) values and attitudes, 2) conference skills, 3) parent education, and 4) commercial programs are nicely outlined.

Lebuffe, L. A. and Lebuffe, J. R. The learning vacation: a formula for parent education. _Teaching Exceptional Children_, 1982, _14_, 182-85.

The Learning Vacation program is a model whose purpose is to involve the entire family in learning about, accepting, and dealing with a handicapped child. Sessions for parents focus on the availability and location of support services for themselves and their children, disciplining the handicapped child, selecting an appropriate school, the IEP, and trends in employment of the handicapped.

Lichter, P. Communicating with parents: it begins with listening. _Teaching Exceptional Children_, 1976, _8_, 66-71.

The theory and process of "active listening" are explained as one avenue of breaking the feelings of isolation that many parents of handicapped children experience. Based on the "client centered therapy" of Carl Rogers, this form of parent counseling and communication should foster parents in accepting their own feelings, becoming more cooperative in a home-school relationship, and thinking independently.

Marion, R. L. Communicating with parents of culturally diverse exceptional children. _Exceptional Children_, 1980, _46_, 616-623.

The intent of this article is to provide the reader with an overview of the manner in which educators can communicate with parents of culturally diverse gifted and handicapped students. Beginning with the reactions of parents upon the knowledge that their child is "special" on to the three "needs" of culturally diverse parents, i.e., information, belonging, and positive self-esteem, this article emphasizes the point that professionals must develop an appreciation of an respect for cultural differences.

Marion, R. L. Minority parent involvement in the IEP process: a systematic model. _Focus on Exceptional Children_, 1979, _10_, 1-15.

This article discusses methods for involving parents of exceptional minority children in the educational planning process. Most studies concur that more rather than less parent involvement in the schools is desired. A parent participation model is formulated which takes into consideration the requirements of the Education for all Handicapped Childrens Act of 1975 (Public Law 94-142) for children. Step-by-step guidelines are provided for the model, which ultimately allows identification of specific minority parent concerns and enables them to be dealt with through the existing framework of schools.

Marion, R. L. A generic approach to counseling parents of exceptional children. *Exceptional Children*, 1978, *44*, 465-466.

The purpose of this article was to describe the cooperative program between The University of Texas Special Education Department and a Centex Texas Independent School District. Enabling university students enrolled in the course Counseling Parents of Exceptional Children the opportunity to gain valuable field experiences in parental counseling was the goal of the program. A description of the initial program implementation and subsequent adjustments was provided.

Rodriguez, R. C. et al. Bilingualism and biculturalism for the special education classroom. *Teacher Education and Special Education*, 1979, *2*, 69-74.

Three bilingual-bicultural competencies that can be easily mastered by monolingual English-speaking special educators are presented: ideological, sociological, and historical awareness; parental and community inclusion; and bilingual-bicultural curriculum for a special education classroom.

Rodriguez, Citizen participation in selected bilingual education advisory committees. *The Journal for the National Association for Bilingual Education*, 1980, *5* (no pages given).

An account of parent participation on advisory committees is reported.

Sonnenschein, P. Parents and professionals: an uneasy relationship. *Teaching Exceptional Children*, 1981, *14*, 62-65.

Numerous articles, books, and statements describe both uncomfortable and satisfying encounters between parents and professionals. Some of the problems evolve from assumptions made by both parents and professionals about each other, and the attitudes, feelings, and skills that are brought together. This article focused on these characteristics.

Swick, K. J., Flake-Hobson C., and Raymond, G. The first-step: establishing parent-teacher communication in the IEP conference. *Teaching Exceptional Children*, 1980, *12*, 144-145.

This article presents skills for creating an atmosphere that enhances communication in the IEP conference. The rationale supporting the skills presented is to achieve a successful conference, teachers and specialists must communicate clearly and effectively with parents and make them feel that they are important members of the team.

Tapacio, C. Special community needs in bilingual education. *Bilingual Journal*, 1979, *3*, 17-19.

The rapid growth of Asian American communities in the United States since the asing of restrictions on Asian immigration has created a need for bilingual bicultural education. This article identifies special community needs associated with the establishment of bilingual bicultural programs, explains the cultural barriers which prevent these needs from being met, and suggests bilingual bicultural education as theone means for alleviating these problems. Parent, citizen, and school district staff participation in the educational decision-making process is recommended as a way of bridging the gap between a childs home environment and school experience. In the Asian bilingual community, a lack of experience, skills, and communicative abilities limits involvement in educational programs. Asian cultural traditions and differences in the educational systems of Asian countries also discourage wide community participation. Remedial services and resources are available to those who can communicate their needs. However, Asian Americans suffer from social and cultural isolation, economic deprivation, and linguistic barriers, all of which prevent them from articulating their needs.

PARENTAL INVOLVEMENT
BOOKS AND PAMPHLETS

Annual Education Checkup Card, Columbia, MD.: National Committee for Citizens in Education.

Guidelines to help parents review a child's program in school. Fits in pocket or purse. Includes an inventory of home and school files kept of school children. Questions to ask teachers and guidance counselors, steps for appealing school decisions.

Bransford, J. and Chavez, R. Parent Participation in Bilingual Education: A Key to Success. Colorado: University of Colorado, 1981.

A concise presentation of how parents can participate in bilingual educational programs.

Brocher, T. H. Towards new methods in parent education. In M. Fantini and R. Cardenas (Eds.). Parenting in a Multicultural Society. New York: Longman, Inc., 1980. pp. 253-269.

This chapter focused on the "school-for-parents" model of parental involvement which is based on a principle change in parent education. The method shifts the emphasis from the child as the main object towards the parents and their impact on the child's development.

Casuso, V. Working with families of the preschool handicapped children in Spanish-speaking communities. In P. L. Trohanis (Ed.), Early Education in Spanish-Speaking Communities. New York: Walker & Co., 1978.

The obstacles encountered and practical suggestions for effective communication are outlined in this chapter.

DeGroot, J. (Ed.) Education for All People: A Grassroots Primer. Boston, Mass.: Institute for Responsive Education, 1979.

The handbook provides information for citizens interested in participating in the decision making process of the public education system in the United States. A tool kit contains a list of hotlines for families and children in crises, checklists for evaluating schools, and practical suggestions for dealing with school officials.

Education Bilingual. New York: Parent Magazine, 1978.

A Spanish-language filmstrip. Depicts two kinds of bilingual education programs: transitional and permanent. Stresses the need for Hispanic parents to work together with educators. Stresses promoting the child's pride in his or her cultural heritage.

Fantini, M. and Cardenas, R. (Eds.). Parenting in a Multicultural Society. New York: Longman, Inc., 1980.

The authors referred to the volume as an anthology whose purpose is to focus upon the one universal and indispensable family factor: parenting. Parenting is seen as an art and a skill that must be "nurtured, exercised and trained."

Guidelines for Parent Participation: Questions and Answers About Parent Rights in Chicago Public Schools. Chicago, Illinois: American Friends Service Committee, 1978.

This pamphlet answers questions parents might have on various topics connected with the education of their children. The parent's right of access to student records is explained. The question of placement in special education classes is examined as is the right of the parent to challenge this decision.

Honig, A. S. Parent Involvement in Early Childhood Education. Washington, D.C.: National Association for the Education of Young Children, 1979.

This work is an expanded version of workshops presented at the Merrill-Palmer Conference on Research and Teaching of Infant Development, Detroit, Michigan, February 1973, and the annual conference, "Priorities for Children," of the Southern Association of Children Under Six (SACUS), Louisville, Kentucky, April, 1974. The purpose of the book is to present program models and methods which are attempting to promote parental involvement with early child development and education. Difficulties, successes, and insights encountered in the parent involvement.

In Spanish: La red de los padres, Columbus, M.D.: National Committee for Citizens in Education.

A national parents publication with eight issues during the school year. Keeps parents up to date on local and national happenings in education. Lets them exchange information and voice views with parents in other places.

Know Your Rights--Use Them--Usted Tiene Nuevos Derechos-Uselos.

Washington, D.C.: Closer Look, (no date provided).

This document has been reviewed and approved by the Office of Civil Rights, Department of Health, Education, and Welfare. It conforms with HEW's Section 504 regulations. Directed to parents. Discusses parent rights in regard to education.

Marion, R. L. *Educators, Parents, and Exceptional Children*. Maryland:

Aspen Publication, 1981.

This book describes how the special education teacher can adopt the roles of advocate, case manager, and ombudsman while facilitating involvement of parents of exceptional children and youth. The chapter entitled "Involving Parents of Exceptional Children on Transcultural Settings" traces a sequence of events involving the educational rights of Blacks and Mexican-Americans, and concludes by discussing the relationship between the special education teacher and the minority parent.

Morton, K. A. and Hull, K. Parents and the mainstream. In R. L. Jones

(Ed.). *Mainstreaming and the Minority Child*. Reston:

Council for Exceptional Children, 1976.

This chapter describes the interaction between parents and educators. The topics developed in this chapter give suggestions as to how parents of minority children can successfully matriculate through "mainstream" educators.

Organicese. Closer Look, Box 1492, Washington, D.C.

Nunca es tarde para comenzar a llevar records "Una libreta puede ayudarle a organizar sus ideas, a mantener todo en un mismo lugar y servir para recordarle lo que se ha hecho con su hijo(a)." A parents "organizer" to assist in record-keeping regarding their children. Also available in English.

Parents: Do You Know the Early Warning Signs of Children with Special Needs?

In Spanish: *Atencion padres: saben ustedes cuales son las primeras senales de aviso que vienen de los ninos que requieren atencion especial?* National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL. 1979.

Information about early identification of exceptionalities in children.

Parents Organizing to Improve Schools. Columbia, M.D.: National Committee for Citizens in Education, 1976.

A step by step guide to organizing and running parent groups in schools that can act effectively to upgrade the quality of education and get parents into the education scene in a lasting way.

Parent Rights Cards. Columbia, M.D.: National Committee for Citizens in Education.

Wallet-sized card lists 21 rights parents have in the education of their children under federal or state laws, regulations, and court decisions. Also available in Spanish.

Rodriguez, R. Citizen participation in ESEA Title VII programs: an inquiry into the impact of a federal mandate. In R. V. Padilla (Ed.), Bilingual Education and Public Policy in the United States. (Vol. 1). Ypsilanti: Eastern Michigan University, 1972.

A description of the citizen participation component in the Elementary and Secondary Education Act--Title VII Programs.

Sour, M. and Sorrell, H. Parent involvement. In P. L. Trohanis (Ed.), Early Education in Spanish-Speaking Communities. New York: Walker and Co., 1978.

Suggestions for ways to initiate parental involvement in Spanish-speaking communities are presented.

Special Education Check-up Cards. Columbia, M.D.: National Committee for Citizens in Education.

Checklist for parents of handicapped children shows whether local schools and school districts are following federal laws. Tells what steps to take if they are not. Covered are the IEP, school records, due process and least restrictive environment requirements. Also available in Spanish.

Trohanis, P. L. (Ed.), Early Education in Spanish Speaking Communities. New York: Walker and Co., 1978.

The purpose of this book is to present a composite picture of early childhood education in various Spanish-speaking communities.

Trueba, H. T. and Barnett-Mizrahi, C., (Eds.), Bilingual Multicultural Education and the Professional: From Theory to Practice. Mass.: Newbury House Publishers, Inc., 1979.

This series, written for teachers, teacher trainers, administrators, supervisors, faculties in institutions of higher education, government officers, and others who are concerned with the quality of education for linguistic minorities, presents a compendium of knowledge about bilingual education; both theoretical and applied, from what has been--to what is--to futuristic projections of what may be. The series, in total, makes a basic library for those in bilingual education and related fields.

Wallace, G. N. Cultural awareness: interaction of teachers, parents, and students. In William E. Sems and Bernice B. deMartinez (Eds.), Perspective in Multicultural Education. Washington, D.C.: University Press of America, Inc., 1981. pp. 89-112.

The central purpose of this chapter is to enable teachers to diagnose cultural differences in a way that will avoid stereotyping and midjudging the differences actually represented by learners, and to utilize diverse cultural information to increase their teaching effectiveness.

PARENTAL INVOLVEMENT

Almaguer, Interim Evaluation of the Bilingual Education and English As-A-Second Language Program, 1981, (ED 213781).

This study dealt with parent participation and parent attitudes concerning English-as-a-second-language programs.

Baez, Desegregation and Hispanic Students: A Community Perspective, 1980 (ED 191646).

This study dealt with court litigations of Hispanic Americans. The parent-school relationship of parents of elementary and secondary students was emphasized.

Benedict, P. S. 332 Title VII Program, District Model for Bilingual Development. Final Evaluation Report, 1978-79. (ED 189248).

An evaluation of the Title VII program for P.S. 332 was reported which focused on parent participation, student academic achievement and bilingual education.

Benedict, Title VII--Individualized Bilingual Instructional System. Final Evaluation Report, 1978-1979. (ED 189256).

This article reported the results of a Title VII bilingual instructional program. Academic achievement and parent participation were two of the components reported.

Bergin, Special Education Needs in Bilingual Programs, 1980. (ED 197527).

An overview of special education needs in bilingual programs were reviewed. Among the needs listed were instructional materials, models, program descriptions, and a definition of the parent's role.

Bissell, Program Impact Evaluations: An Introduction For Managers of Title VII Projects: A Draft Guidebook, 1979. (ED 209301).

This guidebook gives an account of evaluation procedures to be utilized by managers of Title VII projects. Procedures for the parent's role, educational assessment, program effectiveness, and the school's role were presented.

Brumberg and Toledo, C. S. 211 Bilingual Gifted and Talented Program. Final Evaluation Report, 1979-80. (ED 200694).

An evaluation of a gifted and talented program for Hispanic Americans is described. Parent participation was one of the factors.

Carin, E.S.E.A. Title VII Multilingual Program, S.U.B.E., Avanti and Habile. Final Report, 1978-1979. (ED 189247).

An E.S.E.A.-Title VII multilingual program for French, Italian, Haitian, and Spanish students was evaluated. The educational objectives, parent participation, and program descriptions were three of the components reported.

Carpenter, Samulon, and Huffman, Case Studies of Delivery and Cost of Bilingual Education, 1981. (ED 209720).

Delivery systems, instructional student costs and program costs for elementary and secondary bilingual education students were investigated. Parent participation was included as part of the case studies.

Carter, Follow-Through Title 1 Expansion Program, 1978-1979. Report Number 8043., 1980. (ED 191872).

Compensatory education programs for primary bilingual students--1978-1979--was discussed. The emphasis was reading and mathematic achievement. Parent participation was deemed to be a vital part of the Follow Through programs.

Chavez, Parental Involvement and Participation in Bilingual Education: A Guide, 1980. (ED 206787).

A guide for parental involvement and participation by the Spanish-speaking community. Staff development, in the form of encouraging this form of involvement.

Coca, Actividades Para Padres: a parent handbook. (activities for parents: a parent handbook), 1980. (ED 190312).

This is a parent handbook (written in Spanish) which focuses on a continuum of parental involvement: home studies, parent participation, family environment, parent education, and parent-school relationships.

Cortes, et al., The Needs of Elementary and Secondary Education: Policy Issues Paper on Migrant Education, 1980. (ED 194490).

Migrant education is the focal point of this article. The migrant student's access to an education, the relationship between the parent and the school, and governmental involvement are emphasized in this article.

Degeorge, Improving Bilingual Program Management: A Handbook for Title VII Directors, 1981. (ED 208533).

This article dealt with how Title VII directors can improve bilingual programs. Parent participation, attitudes, and parent-school relationship were topics described in the article.

Devine, Home Task Book for Parents and Kids, 1978. (ED 192990).

Home instructional tasks for preschool children of Mexican-American heritage are described. Tutoring in the basic skills, educational games, and learning activities are presented with the intent of enhancing parent-child relationships.

Elliott and Murray, Evaluation of the 1979-80 Emergency School Aid Act (ESSA), Bilingual Education Project, 1980. (ED 213778).

The Emergency School Aid Act--Bilingual Education Project was evaluated in terms of achievement gains, parent participation, program effectiveness, and the roles of the teacher and aides.

Evans, Model Preschool Programs for Handicapped Bilingual Children, 1980. (ED 203602).

Preschool programs for handicapped bilingual children are described. The role of the community and parents are components of the article.

Fraser et al., Transitional Bilingual Education Project. Title VII of the Elementary and Secondary Act. A Final Project Report, 1979-1980. (ED 210356).

Bilingual education, parent participation, and staff development of Spanish-speaking students are reported.

Garcia and Ortega, Selected Papers from the Hispanic Conference,

San Antonio, Texas, February 14-16, 1980. (ED 202625).

Selected papers from a Hispanic conference held in San Antonio, Texas is described. A few discussed were: 1) bilingual education, 2) educational finance, 3) parent participation, 4) minimum competency testing, 5) desegregation effects, and 6) government school relationships.

Goldberg, et al., Title VII Bilingual/Bicultural Program: Community

School District 5. Evaluation Report, 1979-80. (ED 200702).

From the preschool level to the secondary level are outlined in this evaluation report. A few of the topics dealt with were parent participation, multicultural education, and program evaluation.

Goldsmith and Babcock, Analysis of the Final Evaluation Reports

Submitted to the Bilingual Unit of the Colorado Department of

Education by Bilingual Education Program, 1979. (ED 188460).

The attendance pattern, drop out rate, and students' attitudes, self-concepts, and improvement were delineated. Parent participation was also discussed.

Gonzales and Hebbler, Evaluation of the 1979-80 Title VII Bilingual

Demonstration Project, 1980. (ED 213779).

This project was evaluated by recording the achievement gains of the Spanish-speaking population, the impact of parent participation, and data explaining the program's effectiveness.

Gonzales and Garcia, Proyectos de Educacion Migrante (Migrant Education

Projects), 1980. (ED 194253).

The eligibility requirements of a preschool program for migrant children were outlined. Parent participation was considered an important component.

Guerrero, Title VII-Bilingual Education Program-Community School District

16. Final Evaluation Report, 1979-80. (ED 200693).

This bilingual program's population was composed of Puerto Ricans, Spanish-speaking, and Hispanic Americans. Topics described were academic achievement, parent participation, staff development, and program effectiveness.

Haney and Decker, BESL Handbook for Spanish/English BESL Classes, 1981. (ED 208661).

Basic English as a Second Language handbook for Spanish/English BESL classes was described. The educational philosophy, instructional materials, educational objectives, and teacher behavior were discussed. Parent participation was considered.

Hawley, et al., Project Teen Concern: An Implementation Manual for an Educational Program to Prevent Premature Parenthood and Venereal Disease, 1980. (ED 209604).

The goal of preventing teenage pregnancy and venereal diseases with bilingual adolescents was discussed. Parent participation along with health and sex education were described as three ways of achieving the goal.

Irizarry, et al., (All describe individual school programs). ED 199575; ED 200700; ED 201688; ED 202935.

All ERIC numbers listed above described individual school programs where bilingual/bicultural aspects of secondary schooling were described. Parental involvement was a component of each.

Jordan, Meeting the Challenge: Serving Migrant Children, 1980. (ED 194483).

Ways in which to meet the educational needs of migrant children were outlined. Parent-school relationship was one of the needs discussed.

Kazlow and Lachman, Bilingual Program - District 13. Funded under EASA Title VII, 1980. (ED 200695).

Bilingual education and biculturalism were the two cornerstones of a bilingual program funded under EASA-Title VII. Other areas mentioned were parent participation, curriculum development, and reading achievement.

Macbeth, The Challenge of the Eighties: Southwest Conference on the Education of Hispanics, 1980. (ED 192968).

Multicultural education, parent participation, and program politics and development were addressed at the Southwest Conference on the Education of Hispanics.

McConnell, Individualized Bilingual Instruction. Final Evaluation 1977-1978 and 1978-1979, No. 13 and 15. (ED 211304 and 211305).

A two-year final evaluation report was described. Several of the areas mentioned were: 1) academic achievement, 2) early childhood education, 3) migrant children, and 4) parent participation and test results.

McConnell, IBI (Individualized Bilingual Instruction): A Validated Program Model Effective with Bilingual Handicapped Children, 1981. (ED 203648).

A validated program model which was proven effective with bilingual handicapped migrant and Spanish-speaking children was outlined. The parent role was one component of the model.

Martinez, Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children, 1982. (ED 217091).

Enhancing cognitive development through home programs is the focus of this article. Parent participation is the channel through which language development and maintenance is geared.

Martinez, The Home Environment and Academic Achievement: There is A Correlation, 1981. (ED 212421).

The relationship between the family environment/characteristics and academic achievement of fifth grade bilingual students is discussed.

Matute-Bianchi, The Federal Mandate for Bilingual Education: Some Implications for Parents and Community Participation, 1979. (ED 188796).

The implications of the federal mandate for bilingual education are delineated as they apply to parents and the community. Federal aid and legislation and how parents are involved in pursuing rights for their children are discussed.

Moore, Final Evaluation Report on Detroit's Bilingual Individualized Instructional Management System Project, 1979. (ED 208121).

Pretests, posttests, individualized instruction, and parent participation were four of the ten components of this final evaluation report on Detroit's bilingual individualized instructional management system project. The population was Hispanic Americans.

Nieto and Sinclair, Curriculum Decision-Making: The Puerto Rican Family and the Bilingual Child, 1980. (ED 199344).

Family influence along with parent participation and parent-school relationship are the impetuses behind the curriculum decision-making process for the described Puerto Rican population.

Neito, Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher, 1977. (ED 200062).

The varied roles of the teacher in developing curriculum for the bilingual classroom are to develop cultural awareness, instructional innovation, and political awareness. The teacher should also be cognizant of the relationship between the parents and the school.

Noda, Bilingual Education: Parents and Community Awareness Training Manual, 1978. (ED 216841).

This training manual outlines parental and community awareness as demonstrated through advisory committees. These committees target points are educational legislation for bilingual education, career education, and parent participation, attitudes, and relationship.

Ochoa, Title IV Language Minority Regulations: Beyond the LAU Remedies, 1981. (ED 214392).

Civil rights legislation as it applies to minority groups and educational policy is discussed. Language proficiency, parent participation, and teacher effectiveness with elementary and secondary students are also described.

Ogletree and Walker, Parental Participation in Bilingual Education: Implications for its Future, 1978. (ED 212734).

Implications for the future of bilingual education with Puerto Ricans, Hispanic Americans and Spanish-speaking students are reviewed. The various roles, attitudes, and relationships of parents comprise the major part of the article.

Orozco, The Bilingual Classroom Environment and the Development of Oral Expression. Pilot Study 2., 1980. (ED 204055).

Parent participation is an important component in the development of language acquisition and speech communication in a bilingual classroom.

Park, Winners, All 50 Outstanding Education Projects That Help Disadvantaged Children, 1980. (ED 195618).

Fifty education projects geared towards helping disadvantaged students are described. The concepts of bilingual education, compensatory education, parent participation, individualized instruction, and language arts are discussed.

Valbuena, et al., The Parent's Guide to Bilingual/Bicultural Education: Home, Child, School, 1978. (ED 210384).

An overview of the relationship among the home, child, and school is presented in the article. The article developed the topics of parent association, parent-teacher conferences, parent participation, and parent-school relationships.

Valbuena, et al., Guide to the Administration of Bilingual/Bicultural Education Programs in the Detroit Public Schools, 1978. (ED 210398).

This article dealt with the duties involved in the administration of bilingual/bicultural education program. Administrative policy, educational legislation, parent participation, community involvement, and admission criteria are a few of the topics presented in the guide.

Warren, Bilingual Education at Campbell School: A Case Study, 1981. (ED 208645).

This case study described the interrelationship among bilingual education, teacher behavior, and cultural differences of an elementary Mexican-American school child. The role of the parent was considered in the case study.

CHAPTER VII

EDUCATIONAL POLICY

A Review of Related Research in Bilingual Special Education

Prepared For Del Green Associates, Inc.
by
Charles R. Woodson

August, 1983

LEGISLATIVE IMPACTS
UPON
BILINGUAL SPECIAL EDUCATION

The process of educating all children has become legitimate through the growing awareness that a significant number of children have been denied the right to an education. The era of banishment to a life within institutions or within their parents' home without access to a free, publically supported educational program has ended. Numerous court decisions and an organized lobby of parents and professional practitioners concerned with the welfare of children with specialized learning needs have led to the securing of mandatory special education legislation that requires equal educational opportunities for all children for the first time in our history. Following is an historically-based description of federal legislation enacted in recent years which significantly impacted the emergence of concern with educating the bilingually handicapped.

The Civil Rights Act of 1964 spoke directly to the educational practices of schools insofar as minority children were concerned. Specifically, Title VI, Section 601 of the Act, stipulated that no person shall be discriminated against on the basis of race, color or national origin in any program receiving federal assistance. The intent of this provision was to ensure that all individuals were recipients of federal funds, this provision obliged districts to submit documentation showing that their programs were nondiscriminatory.

In 1970 and 1971, two reports - "Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest" and "The Unfinished Education" - prompted a renewed focus on the educational problems of Mexican Americans. The public dialogue which followed resulted in broad-based exertion of pressure to increase the base of funding for bilingual programs.

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In 1970 and 1971, two reports - "Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest" and "The Unfinished Education" - prompted a renewed focus on the educational problems of Mexican Americans. The public dialogue which followed resulted in broad-based exertion of pressure to increase the base of funding for bilingual programs.

In the 1970s a rapid upsurge in major legislative changes occured. Several litigations ensued which were to provide great influence on bilingual and special education efforts. Diana v. Calif. State Bd. of Ed. (1970) was a landmark case in this regard. At issue was the placement of Mexican American students in classes for the mentally retarded. This placement resulted from the narrow use of IQ test scores which did not acknowledge the students' bilingualism. An out-of-court settlement of the case called for a revision of placement procedures to include testing in the home language. Other cases (Covarrubia, 1971; Arreola, 1968; Guadalupe, 1971) raised the issue of the inappropriate use of standardized intelligence tests to place children in classes for the mentally retarded.

While initial litigation focused on revised administrative procedures and programs aimed at ensuring equality of educational opportunity, the cases of Stewart v. Phillips (1970) and Covarrubia v. San Diego Unified School District (1971) initiated the concept of awarding damages to students who were judged to suffer irreparable harm because of unfair labeling. Thus, public awareness of school districts' liability was stimulated. In 1970, the U.S. Office of Civil Rights asserted that "school districts must not assign national origin, minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills."

In 1974, the Supreme Court found that the San Francisco school system's failure to provide appropriate language instruction to Chinese American students violated their rights under Section 601 of the 1964 Civil Rights Act. This decision (Lau v. Nichols) prompted the HEW's Office of Civil Rights to establish a Task Force to set up proper procedures for bilingual or non-English speaking students. Their report outlined remedies which were to constitute affirmative steps for aiding such students. Those remedies were as follows:

1. School districts would identify the numbers of limited English speaking students within the system.
2. School districts would assess the relative language dominance of those students in both English and their native language.
3. School districts would provide an appropriate instructional program which would ensure an equal educational opportunity.

The 1970s also provided a turning point for legislative changes affecting the education of the handicapped. While almost every state legislature had periodically added and modified existing statutes with some degree of regularity during earlier years, the focus of that period's legislation tended to be on incremental expansion and addition of services, the securing of somewhat more favorable fiscal provisions, and the development of standards for the delivery of quality instruction to the handicapped. Statutory provisions and the regulatory administrative provisions contained much encouragement and, in many cases, incentives for local educational systems to improve their service offerings. However, many comprehensive services for all conditions and degrees of handicap were rare. Qualitative differences between legislation of the 1950s and 1960s - from that of the 1970s - can be discerned at the State level. At the federal level, legislation directly affecting local school system programs for the handicapped was negligible until 1967, and even then appropriations to give force to new laws were insufficient to constitute a significant impact (Burrello and Sage, 1979).

Prior to 1967, federal legislation relating to local public school services, for any type of student, was limited to rather indirect intervention. Combination federal-state programs in vocational education had long been a source of program support to the schools, but they had been highly categorical and were not accompanied by direct cash grants. The implementation of the Elementary and Secondary Education Act in 1965 marked the beginning of a new era in broad scale federal involvement in local school systems. -With the focus of Title I of ESEA on assistance for school systems to provide better services for pupils who were economically disadvantaged, a debate immediately arose over the Congress' intent in passing the bill. Some insisted that Congress had intended that handicapped children be considered disadvantaged in the same sense as those whose disadvantage was economically based. Equally insistent were those who had become somewhat resentful of the successful efforts of special interest groups pressing for handicapped individual's rights at the state level.

Edwin Martin (1968) has vividly recounted the history of this debate and the interchanges that finally led to the amendments that in 1967 added a new Title VI to ESEA. This amendment dealt specifically with services for children with handicaps and authorized direct grants to LEA's for the development and implementation of programs at that level. Other significant provisions of the amendment were establishing a bureau level structure for education of the handicapped within the US Office of Education, permitting considerably more influence and status in the federal organizational hierarchy, and organizing a National Advisory Committee to be an expert source of guidance to the Congress in matters of further federal involvement.

At the local school system levelthe grand promise of Title VI was overshadowed only by the magnitude of dissolutionment over the large gap between funds authorized and those actually appropriated during the first years. However, with the "foot in the door" that the law provided, consistent pressure by interested groups gradually brought about increased appropriations so that, by 1970, the amount of money directed to LEA's was enough to have an influence.

The Education Amendments of 1974 (PL 93-380) not only increased the funding authorizations, but established stringent and specific requirements of both the state and local agencies as a precondition of participation in any of the funded projects. The most significant of the new requirements dealt with the establishment of a goal providing full educational opportunities for all handicapped children, with guarantees of procedural safeguards regarding identification, evaluation, and educational placement - including such things as prior notice to parents, impartial due process hearings, and the protection of the children's rights when parents are not available. The greatest impact on local administrative practices was the further requirement that to the maximum appropriate extent, handicapped children would be served with children who are not handicapped, that separate schooling would be utilized only when absolutely necessary, and that procedures would be implemented to ensure that testing and evaluation be carried out in ways that would not be racially or culturally discrimanatory.

With each amendment of federal legislation in this field, the effects of the action of the courts have been brought into basic statutory law, and the role of the state level agencies in monotoring the local level and guaranteeing compliance has become more evident.

In 1975, PL 94-142 was signed into law as a complete revision of Part B of the Education of the Handicapped Act. Additionally, federal regulations prohibiting discrimination on the basis of handicap (Vocational Rehabilitation Act, Section 504, 1973) became effective in 1977. Both measures were significant in that a free, appropriate public education was required for handicapped students.

Section 504, essentially a civil rights law, specifies that "no otherwise qualified handicapped individual in the United States shall, solely by the reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under programs or activities receiving federal financial assistance." Minority language children are not necessarily handicapped as are exceptional children (Bergin, 1980). Although they may be entitled to a bilingual or English-as-a-second language program in order to learn to their full capacity, such programs are not considered special education programs. However, these same children may also be handicapped or exceptional and thus entitled to both bilingual assistance and special education services. In either case, their linguistic abilities must be taken into account.

PL 94-142 mandates that the states place a priority in the use of federal funds on two groups of children: 1) handicapped children who are not receiving an education and 2) those with the most severe handicaps, within each disability, who are receiving an inadequate education. While the intent of the legislation seems rather clear, and constitutes a considerable intervention of federal influence into local and state level decision making, early discussions regarding the development of regulations for the enforcement of the law reveal that the definition of some of the law's terms, such as "appropriate," "unserved," and "inadequately served" require much explanation. Thus, the subsequent action in the Florida state legislature which resolved to refuse compliance with the provisions and the funding of PL 94-142 as a demonstration of their opposition to increasing federal intervention as well as an assertion that they were claiming a high level of quality service on their own.

Joseph Ballard (1977) provides a detailed analysis of both PL 94-142 and Section 504, enabling an explication of issues which are especially pertinent to the further development of educational policy for bilingual handicapped students. Among his many findings are the following:

- Handicapped children are defined by PL 94-142 as: mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who, by reason thereof, require special education and related services.

This definition establishes a two-pronged criterion for determining child eligibility. The first is whether the child actually has one or more of the disabilities listed in the above definition. The second is whether the child requires special education and related services.

- Special education is defined in PL 94-142 as: specifically designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

The key phrase in the above definition is "specially designed instruction. . .to meet the unique needs of a handicapped child." Re-emphasized, special education, according to statutory definition, is defined as being "special" and involving instruction that is designed and directed to meet the unique needs of a handicapped child.

- The term "individualized education program (IEP)" conveys important concepts that need to be specified. First, "individualized" means that the IEP must be addressed to the educational needs of a single child rather than a class or group of children. Second, "education" means that the IEP is limited to those elements of the child's education that are more specifically special education and related services as defined by the Act. Third, "program" means that the IEP is a statement of what will actually be provided to the child, as distinct from a plan that provides guidelines from which a program must subsequently be developed.

- Each state and local educational agency shall insure that an IEP is provided for each handicapped child who is receiving or will receive special education, regardless of what institution or agency provides or will provide special education to the child.
    1. The state educational agency shall insure that each local educational agency establishes and implements an IEP for each handicapped child.
    2. The state educational agency shall require each public agency that provides special education or related services to a handicapped child to establish policies and procedures for developing, implementing, reviewing, maintaining, and evaluating an IEP for that child.
- Each local educational agency:
    1. shall develop, or revise, whichever is appropriate, an IEP for every handicapped child at the beginning of the school year, and review and if appropriate, revise its provisions periodically, but not less than annually.
    2. is responsible for initiating and conducting meetings for developing, reviewing, and revising a child's IEP.

For a handicapped child who is receiving special education, a meeting must be held early enough so that the IEP is developed (or revised as appropriate) by the beginning of the next school year.

For a handicapped child who is not receiving special education, a meeting must be held within 30 days of a determination that the child is handicapped, or that the child will receive special education.

- The IEP is not an instructional plan; rather, it is a management tool designed to assure that, when a child requires special education, the special education designed for that child is appropriate to his or her specific learning needs, and that the special education designed is actually delivered and monitored. An instructional plan reflects good educational practice by outlining the specifics necessary to specially intervene in instruction. Documenting instructional plans, however, is not mandated as part of the IEP requirements.
- States must guarantee procedural safeguard mechanisms for children and their parents or guardians. Those provisions of previously existing law (PL 93-380, the Education Amendments of 1974) toward the guarantee of due process rights are further refined in PL 94-142, and their scope is substantially enlarged.

The rights and protections afforded by PL 94-142 do not apply only to children receiving their education within local school systems. These rights and protections apply to all handicapped children receiving an education under the auspices of any public agency including those children placed in residential settings.

- PL 94-142 defines "children with specific learning disabilities" as:
those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such terms do not include children who have learning problems which are

primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or environmental, cultural or economic disadvantage.

It is important to take note of the prohibition against environmental, cultural or economic disadvantage because of the wide ranging implications with respect to the larger population of children who are not handicapped, but have an educational disadvantage. Furthermore, in the area of emotional disturbance, children who are "socially maladjusted" but not emotionally disturbed may not be included in that category.

- PL 94-142 requires that the states and the local school districts engage in comprehensive manpower development toward the achievement of full educational opportunity for all handicapped students, both in-service and pre-service. PL 94-142 dollars can only be utilized for in-service training. Moreover, in-service expenditures may occur only within the constraints imposed by the overall statutory priorities in the use of PL 94-142 funds.

In spelling out procedures for administration of the law, additional functions of the state and special education agencies are evident. While the local agency must ensure that funds received will not be used to supplant existing state and local service expenditures, and that the new funds be used to provide only for excess costs (those above the regular per pupil expenditure), the state education agency is designated as the responsible party for ensuring that all provisions of the law are carried out. This tends to place state personnel in a much more "policing" role than has ever been traditional, monitoring the local compliance to all federal mandates. In turn, the staff of the (federal) Bureau is placed in a similar position regarding the possible sanctions for non-compliance on the part of the state.

Due to the need for establishing rules and regulations on aspects of eligibility, the federal offices are further required to deal with the difficult task of defining criteria for such elusive concepts as specific learning disabilities. In this respect, the problem inherent in arriving at a workable answer to satisfy the broad and diverse national community are immense.

The scope and complexity of PL 94-142 is therefore sufficient to raise the question of whether its enforcement can or should be executed to the degree that the wording of the law seems to demand. Whether it is implemented in detail may well depend on the degree to which the appropriations of funds in succeeding years approach those originally authorized, since the costs of fulfilling all requirements are expected to outstrip the additional funds to be earned (Burrello and Sage, 1979). This has been discussed by Joseph Cronin (1976) who cites a great number of instances in which the federal investment in local education since 1965 has been accompanied by regulation in ways disproportionate for the dollars received. Although the federal funds in local education still are under ten percent of the local budget, major influence is cited by such examples as:

- Many title programs require a comprehensive written proposal to secure the money, and most programs and grants require considerable documentation and formal evaluation.
- The Buckley amendment added new procedures regulating the keeping of student records and prescribing access to student information.
- Other federal Acts, such as the Environmental Protection Act, added new requirements for school safety and sewage and heating systems.
- School districts in states using federal revenue-sharing funds for education must document compliance with the Civil Rights Act of 1964 upon request.

In noting the implementation of PL 94-142, Cronin has pointed out that US Commissioner of Education Terrel Bell publicly conceded that the new handicapped bill "will be difficult to administer." The law is full of new and progressive entitlements, appeal procedures, specific treatment options, student and parents rights, and required state activities in the realms of monitoring and program evaluation.

The increasing centralization of a national educational policy provides the special or bilingual educator with a promise of programming more nearly approximating the long sought ideal. But it clearly indicates a diminishing of the traditional options of state and local governments. This could be interpreted, for example, as reducing (or at least changing) the administrator's role from one of creative leadership to one of compliance enforcement. While the impact of the federal legislation on administrative behavior must be observed over a longer period to adequately evaluate it, the influence on the special educator can certainly be assumed as major (Burrell and Sage, 1979).

RELATED IMPACTS
OF
FIELD RESEARCH

Many individual persons and groups have come out strongly for reform in special education and for initiatives in bilingual education, and have proposed models for at least gradual (and sometimes radical) change. Many proposals have been advanced to modify and improve curricula and training programs (Baca, 1983; Rodriquez, 1981; Greenlee, 1981; Bergin, 1981), instructional methods (O'Neill and Levy, 1981; Baca, 1983; Plata and Santos, 1980; Greenwood, 1981), service delivery organizations (Bergin, 1981; Condon, 1978; McConnell, 1981), and other management aspects of the fields (Eannarino, 1979; Baca and Chinn, 1982; Plata and Jones, 1982; baca and Bransford, 1981). In a few cases, major philosophic and policy revolutions have been proposed and pursued. A review of the major displays of propelling forces from within the system can be organizaed around a few topics of special concern, and by citing a few persons or groups who have forcefully articulated the call for concern and change.

EFFICACY. Discontent over the lack of clear evidence for successful results of existing special education programs and practices, though acknowledged by professional for years, had been discussed in subdued tones until the landmark statement by Nunn in 1968. In calling to question many of the standard practices affecting the educable retarded, and in suggesting different models for personnel development and service delivery, Dunn touched off the open consideration of a variety of issues, including instructional technology, the stigmatizing effect of labels, and alternative models of organization.

In a similar way, dissatisfaction with the notion of "blaming the victim" sparked the development of a policy statement by the Council for

Children with Behavior Disorders (1969). They called for a reconcepualization of special education brought to light issues of biased identification and altenative service delivery forms.

Today's concerns with bilingual education - notwithstanding bilingual education for the handicapped - appear to take on similar characteristics as were evident in special education in its initial stages of evolution. Our society is grappling with a growing concept of cultural pluralism, affecting education in a way that has prompted individual and group attention to pluralistic needs (American Association of Colleges for Teacher Education, 1973). As an emerging discipline bilingual special education draws heavily from both bilingual education as well as special education.

There is ample documentation to support the assertion that the education of linguistically and ethnically different children has been similar in some ways to the education of handicapped children. That is, both groups of children function outside the typical educational mainstream and, by their presence, highlight inadequacies in the mainstream program. Both groups have suffered as a consequence of a social value system which is essentially ethnocentric and elitist, and which historically has treated differences as shortcomings, rather than as challenges to which schools should respond.

Political and legal pressures have forced our educational institutions to change. An ambiance now exists in which differences in children are acknowledged. Although the line between legal recognition of categorical differences may appear murky, a major step has been made in recognizing that all children are capable of learning under appropriate circumstances - that teachability is not a function of heredity (Dabney, 1976), but rather, it reflects the degree of "fit" between the learner, the content, and the instructional mode. Birch (1968) argues that if most individuals, even those with less than normal neurological endowment, have the capacity to function adequately, then certainly educators should be able to structure learning environments and conditions to develop that capacity. Indeed, recent litigation mandates that educators must provide appropriate learning environments and conditions, encouraging participation of the greatest number of persons in the mainstream of our society.

Several researchers, including Baca and Bransford (1982), have noted the expanding scope of bilingual education, especially its emerging link with special education. Despite the overrepresentation of linguistic minorities in special education programs, local education agencies cannot overlook that there are, in fact, pupils who do have more than one "special need." For example, many students who are linguistically different might also be physically or mentally handicapped. Therefore, a careful distinction must be made between bilingual students with no physical, intellectual, or emotional handicaps and those with accompanying handicaps (Plata and Santos, 1980).

Several basic and pertinent questions arise in assessing the scope of bilingual handicapped education, and any resulting application of policy and procedural approaches to the emerging field:

- What is Bilingual Education?

  Bilingual education refers to school programs for linguistically different children that employs two languages as the media of instruction. One language is English; the other is the dominant or native language spoken in the student's home environment. Some children enter bilingual programs with no knowledge of English, while others may have some rudimentary English language skills.

- What Are the Goals of Bilingual Education?

Two different philosophies are currently shaping programs in bilingual education: the transitional approach and the maintenance approach.

Transitional Programs - Emphasize bilingual education as a means of moving from the dominant culture and language used in the home to the mainstream of American language and culture. Thus, the major goal of a transitional program is to enable the linguistically different child to function in English. The dominant language of the home is used only to help the child make the transition to the English language. In this type of program, the child receives instruction in both languages. The dominant language is gradually phased out as the child becomes more proficient in English.

Maintenance Programs - In contrast to the transitional approach, which has an assimilation orientation, maintenance programs assume a pluralistic approach. The goal of a maintenance program is for the linguistically different child to function in both bilingual and bicultural environments. The child's native language and culture are taught concurrently with English and the mainstream culture. The student who completes such a program should be able to function in two languages and at least two cultures.

Garcia (1976) suggested that while program goals may tend to differ, h programs should focus on three humanistic values:

1. accepting the student's home language,
2. respecting the student's culture and ethnicity, and
3. enhancing the student's self-concept.

• Is the Research Evidence on the Effectiveness of Bilingual Education as Inconclusive as it Seems?

Most of the apparent inconsistencies in the research evidence have more to do with the state-of-the-art in research methodology than with the quality of bilingual education itself. Can we say that education in general "works"? We must ask the same types of questions about bilingual education as we ask about education in general. What kinds of bilingual education work best, with what kinds of students, under what conditions, and with what resources?

For several reasons, educational evaluation practices rely heavily on methods and practices borrowed from experimental research. But bilingual education as we currently know it is more of a general concept than it is a uniform variable of the type that is examined in most contemporary research. It is an educational approach, generally speaking, and not a curriculum "treatment" of the sort that most experimental research can evaluate using current methods and procedures.

Federal funds (Title VII, for example) are targeted to serve children who are "most in need" of bilingual education, using both linguistic and socioeconomic criteria. These are the children who are least likely to show rapid growth and improvement, a common measure of program impact. Because of the complexity of their needs, they often require longer periods of time to derive the full benefit from bilingual education. Measured against the traditional expectations, programs that serve these populations can appear to be failing, when in reality they may be quite successful in slowing down (or stopping) the cumulative deficit phenomenon. This type of progress is exceedingly valuable but not easily detected (National Foundation for Improvement of Education, 1982).

- How Does Legislation Related to Special Education Affect Bilingual Education?

  Among the many provision of PL 94-142 is a provision which mandates a free and appropriate education to all handicapped students. While "appropriate" is not defined as such in the act, the term receives its definition through the Individualized Education Program (IEP) requirement prescribed for each handicapped child. The IEP must address the individual needs of each child rather than an entire class or category of children. The IEP requires a statement of the specific educational services to be provided in order to meet the student's unique educational needs. Thus, if a handicapped youngster is linguistically different, appropriate programs or services should be written into that student's IEP.

- Why is Bilingual Education of Concern to Special Education?

  A number of studies support the contention that there is a disproportionate number of minority students in special education classes. A large number of these students come from linguistically different backgrounds. There seems little doubt that there are many special education students who are not receiving an appropriate education because their bilingual educators have not had an adequate background in special education and their special education teachers have had little, if any, background in bilingual education (ERIC-Handicapped and Gifted, 1979).

MAINSTREAMING. Although the concept of a continuum of services to fit a wide variety of special needs had been presented much earlier by Reynolds (1962), the full development of the idea as a major professional issue occurred after dissatisfactions referenced earlier had come to the surface and stimulated the search for alternatives. The further development of the model by Deno (1970) provided a link between conventional practices and the expression from sources both inside and outside the educational system for the use of the least restrictive alternative in prescribing services for handicapped pupils. Deno went on to propose special education as the research and development arm of of regular education, and therefore closely linked to it. This concept would "facilitate tailoring of treatment to individual needs rather than a system for sorting out children so they will fit conditions designed according to group standards not necessarily suitable for the particular case."

The mainstreaming concept, though gaining considerable acceptance among the ranks of special educators, continues as a source for validation among many bilingual educators. O'Neill and Levy's study (1981) makes a case for mainstreaming the emotionally handicapped bilingual pre-school child. In Wilkerson (1979), several authors examine multiple issues affecting the education of racial and linguistically different youth - and appear to accept principles of mainstreaming while highlighting potential pitfalls in the operationalization of the concept. Pages (1978) discussed attempts at mainstreaming Navajo Indians, noting how the effort has not worked well. Dillard and Kinnison (1980) have approached mainstreaming as a concept integrating special education with multicultural education. They noted problems and prospects with the operationalization of the concept, and suggest a process for bringing about a successful union of the two. The addition of a specified class of learners (the handicapped) to the emerging bilingual education movement appears to have caused unanticipated consequences in the evolution of both special education and bilingual education. In a large sense, it points to an immediate need to reassess and refine teacher training prpgrams. Not only is the content of such programs a growing concern, so are needs to increase the number of individuals competent to teach the growing number of children in need.

NEW MODELS FOR CHANGE. In presenting a brief historical overview of the development of the mainstreaming concept and the debates surrounding it, Chaffin (1974) cites four models of proposals for alternative delivery forms. In addition to the Deno model, a Training Based Model suggested by Lilly (1971) emphasizes the failure of the regular school system rather than the child's failure and sets as the major goal of special education the development of skills for regular classroom teachers so that they will not have to refer children elsewhere. The Special Education Contract Model proposed by Gallagher (1972) deals primarily with the "dead end" placement in classes for the educable mentally retarded and the problem of disproportionate assignment of minorities to special education. In a similar way, the Fail-Save Model (Adamson and Van Etten, 1972) calls for a mandatory cycling of pupils through an evaluation and treatment program that aassures periodic rechecking of and assignment to the most appropriate educational program. Baca (1983) referes to these and newer models in his discussion of contemporary teacher training programs, concluding that bilingual special education teacher training requires much more than the borrowing of courses from each of the parent disciplines. Rather, it requires a carefully articulaedand planned convergence of these two disciplines which results in a new and unique body of knowledge.

Among other areas in which change is actively being pursued are testing/evaluation and family life. Legal safeguards abound in the area of assessing linguistic minority children. Nevertheless, misclassification and misplacement of linguistic minorities still continues (Landurand, 1983; Goodale and Soden, (1981); NRRC, (1977). In the training of bilingual special educators - as well as educational specialists, in particular - it appears necessary to examine new and different assessment methodologies which will account for the complexities presented by the bilingually handicapped child.

Bias in testing has inevitably led to inappropriate placements. The Riverside study (1973) was a first to document this problem. Tucker (1980) studied several school districts in the southwest and explained the difference in enrollment proportions as merely a re-labeling from mentally retarded to learning disabled. It appears that many linguistic minority students, who have little communicative abilities in English, are not being identified and referred for special education at a rate equal to their monolingual English speaking peers. On the other hand, linguistic minority students, who have attained some level of English communicative ability, are mainstreamed into regular monolingual classes; are disproportionately referred for special education services; and are over-enrolled in special education classes (Landurand, 1980).

Strength in family life has been noted as a significant variable in bilingual special education service delivery activities. Family life, as a factor of major importance,is discussed at length in Marion's paper (1983). Since parental involvement is sought as a determinant to service effectiveness, Marion has specified a broad range of family life variables that must be considered in any program or change effort. Parent involvement in bilingual special education appears to be evolving on two major fronts: communication and advocacy, two areas which are not mutually exclusive.

Communication needs are apparent in parent-child interactions; in parent-teacher interactions; in parent-(educational) system interactions; and in parent-community interactions. Service effectiveness, in these cases, not only addresses the outcomes/expectations of a specific service units; it also issues such as public awareness, availability of programs, access to programs, and overall quality of service.

With professional special and bilingual educator taking an active role in advocacy activities, the notion of parental involvement takes on an added dimension. Moreover, this pressure for "change" that focuses on the administration of programs is being redirected in some cases to focus on issues of socially sanctioned, public support for categorical service needs for the bilingual handicapped. Perticularly significant in this area is the role of the professional in demystifying the Psuedo-scientific language and procedures which are often used to "intimidate and control consumers rather than to assist communication and development."

In each of the aforementioned cases, the need for a revised set of assumptions about the teacher's role, both in special education and bilingual education, is called for. In turn, selection, evaluation and development of personnel takes on new dimensions. The administrative organization of the school and the entire support system for which administrators are responsible are modified by the shift to a "less restrictive"mechanism. Thus, while the original stimulus for policy and/or procedural changes of this sort may come from outside the educational profession per se, the "model builders" internal to the system have constituted the direct force to which special education administrators have had to respond (Burrell and Sage, 1979).

SUMMARY

In their discussion of LEP handicapped students (1982), Leonard Baca and Jim Bransford submit a set of policy options as alternatives for local decision-making. Additionally, Baca (undated) prepared a report which analyzed policy issues in the education of bilingual exceptional students. The effectiveness of bilingual education is assessed, as are programmatic options, specially designed instructional models, and needed changes in teacher education programs. A chapter lists six current requirements for serving bilingual handicapped students and notes policy options (with potential positive and negative effects) for nineteen aspects - including screening, bilingual advocacy, accessibility, minimum services, and in-service training. Examples of recommended policy options are as follows:

- Every school district will publish, in English and in other target languages, information regarding the legal rights of culturally and linguistically diverse exceptional youngsters.
- All school districts will conduct training for multi-disciplinary team members regarding non-discriminatory assessment procedures for ethnolinguistic minority students.
- Every school district will design and implement comprehensive services for exceptional bilingual students to assure that they receive services in the least restrictive environment.
- All federally funded migrant special education programs will establish and maintain specialized mobile programs for handicapped bilingual children.

Other areas in which policy development and implementation might occur in bilingual special education include the following:

- ENFORCEMENT - There appears to be a substantial amount of legislative actions necessary to guide program managers and administrators in the design and development of appropriate services. However, it seems generally recognized that enforcement of existing legislation is lacking. Whether because of political reasons, administrative shortcomings, etc. - enforcement of standing legislation is necessary to overcome the recalcitrance that has prohibited full realization of services to targeted students.

- TERMINOLOGY - Within several legal statutes, generic terms such as "appropriate" and "least restrictive environment" have resulted in disparate definitions; so much so that the terms have not become well operationalized in the field. There appears to be a need for convergence, such that there would be a general and comprehensive acceptance of the term's definitions and implied usage.

- Specific policies can be adopted in sub-discipline areas such as teacher training, testing, evaluation, parental involvement in ways that can promote legislative intent.

- ORGANIZATIONAL MODELS - The organization or reorganization of bilingual special education at any level in a state service delivery system requires a systematic appraoch in order to determine the key tasks that are derived from the mission and policy statements of the education agency. The essential components of special education management include:

  -developing and evaluating programs and services for individuals and groups of children identified and determined eligible.

  -establishing and maintaining facilities and fiscal resources.

  -developing and supporting professional and nonprofessional staff in the delivery of quality programs.

  -maintaining community involvement and participation in the educational process related to individual educational planning; and maintaining LEA, IEA, or SEA annual planning of programs and services.

  -Developing and negotiating comprehensive programs with other human service delivery agencies of government.

  (Burrell and Sage, 1979)

A major dilemma confronting the emerging field of bilingual special education is in the area of self-identification. These special educators will need to redefine themselves as something other than disciplinary specialists, distinct and separate from their other education colleagues. It is incumbent upon these special educators to demonstrate their value through accumulated research and practice in the regular classroom. By modeling the application of their learnings to the world of the teacher's classroom, increased credibility and utility of bilingual special education in the schools will be realized.

APPENDIX

Interdivisional Coordination
in
Bilingual Special Education
A Promising Practice

At present, Massachusetts had identified approximately 48,000 students whose primary language is other than English. Of those 48,000 students, roughly 18,000 students are considered to be of limited English proficiency. The remaining 30,000 are classified as "bilingual" and are mainstreamed in the regular monolingual English program. However, many of those students, classified as bilingual, are actually of limited English proficiency.

Of the 18,000 students classified as limited English proficiency, only a portion receive services of a bilingual program. If a student of limited English proficiency resides in a community in Massachusetts where there are less than twenty limited English proficiency students of that same language group, that particular school system, according to the Massachusetts Transitional Bilingual Education Act, does not have to implement a bilingual program in that language. On the other hand, in communities where a complete bilingual program does exist, some parents, preferring the immersion model, select not to have their children participate in the transitional bilingual education program. Therefore, for various reasons, many linguistic minority students have serious language needs that are not being addressed, despite the legal protections guaranteed those students by state and federal mandates.

Statistically, the state of Massachusetts has identified nearly 5% of linguistic minority students in transitional bilingual programs as needing special education services. However, after many of these same students have completed their three years in a transitional bilingual educational program and are then totally integrated in regular monolingual English speaking classes, they are, at that point, often referred for special education if found to be needing of such services. According to state analyzed statistical data, many local school systems have reported more than 20% of their total Hispanic school population as Hispanic students with special needs. Massachusetts' state incidence figure for special education is 13.5%, while the national incidence figure is 12%. It is evident that many linguistic minority students, who have little communication ability in English, are not being identified and referred for special education at a rate equal to their monolingual English speaking peers. On the other hand, linguistic minority students, who have attained some level of English communicative ability and are mainstreamed into regular classes, are disproportionately referred for special education services and are disproportionately placed in special education classes.

There are several implications that can be drawn from this disproportionate enrollment data. Once limited English proficiency students gain some ability to function in English, these students are at high risk of being referred for special education services. At the evaluation stage, many discriminatory practices occur and the linguistic minority student is often misdiagnosed and placed in very restrictive programs.

A review of reasons for teachers' referrals involving linguistic minorities indicated that most referrals were made by teachers who felt the students displayed abnormal behavioral problems and/or serious reading problems. Many of these students with behavioral problems are then placed in restrictive environments for students with behavioral disorders. Other students found to have reading difficulties may or may not be reading in their native language at grade level. Whatever their reading proficiency level may be in their native language, these students, lacking in English literacy skills, are often times referred by the classroom teacher for an evaluation. Prior to and after referral, little, if any modifications of the regular program are made. Students are not given any support services, such as Title I, tutoring, and English as a Second Language.

Without any modification of the regular program, the student is then given an evaluation where the English language is used as the medium for testing. Because of the linguistic minority student's attainment of basic oral-aural English skills, it is assumed that this student can be evaluated in English. Secondly, the standardized instruments selected by the psychologists are administered to the student. Scores are computed, even though psychologists are aware of the irrelevancy of the norms and the inappropriateness of many of the items to the child's cultural background and experiences. The result is that the student is seriously misclassified.

A second evaluative approach involves a situation where a linguistic minority student, referred for an evaluation, is obviously of limited English proficiency. The school psychologists attempt to evaluate the student with the help of an interpreter. The interpreter is given no training in administering tests. The psychologist is unaware of the accuracy of the interpreted question. The standardized instruments used still contain inappropriate items and still have not been normed on this population. The result of this approach still leads to inaccurate evaluations and misclassification of linguistic minority students.

A third current evaluation practice is to have limited English proficiency students evaluated by bilingual psychologists, who are unfamiliar with the child's cultural background. Other school personnel, unable to speak the student's language, delegate to the bilingual psychologist the total responsibility of evaluating the student and recommending a placement. This practice is very dangerous because the psychologists may be very insensitive to the child's cultural background, and/or may also be a poor assessor. Allowing the bilingual psychologists total authority oftentimes leads to inappropriate placements of students.

A fourth approach involves a sensitive bilingual psychologist, who understands the limited English proficiency student and his culture and understands how to use evaluation instruments cautiously. He/she relies on a multidisciplinary approach to assessment and gathers relevant information about the child from many sources. The result, in this case, will probably be an accurate assessment of the child's abilities and weaknesses and a proper placement for the child.

Currently, identification procedures of linguistic minority students, who may have special needs, have not been accurately developed and implemented. There is an overwhelming critical need for bilingual special education personnel. In addition, little or no training of monolingual staff in the area of cultural and linguistic differences has been occurring. Bilingual staff, on the other hand, have received very little training in special education issues. Regular monolingual English speaking educators, bilingual educators, and special educators have little, if any, opportunity to share skills, information, and resources. Coordination is nonexistent.

The Bilingual Special Education Project, in the Division of Special Education, State Department of Massachusetts, has been working for the past three years on a state and local level in order to achieve interdivisional coordination in bilingual special education. On a state level, the Bilingual Special Education Project (BISEP) has been initiating coordination between divisions in the State Department of Education in areas of: school enrollment data collection, comprehensive personnel development, and interpretation and development of guidelines of state mandates affecting linguistic minorities. Furthermore, coordination is beginning in the area of monitoring programs and establishing funding priorities.

Along with attempts at interdivisional coordination within the State Department, BISEP has developed and disseminated an extensive Bilingual Resource Directory. This statewide directory includes names and functions of bilingual people and agencies servicing linguistic minorities in various ways. The Bilingual Directory serves as a linkage network for people servicing linguistic minorities. By design, the Directory encourages interagency collaboration among personnel from local school systems, universities, hospitals, and various agencies throughout the state.

Within the past year, BISEP has begun working with selected local school systems on a Model Interdivisional Approach to Bilingual Special Education. It is the belief of the local and state personnel, who are attempting to implement the model, that this interdivisional process approach will allow for the overall goal of providing each linguistic minority student with a comprehensive evaluation prior to placement in a regular educational program. An initial component of this comprehensive assessment will involve assessment of student's native language proficiency and English proficiency. Following this, a diagnostic educational assessment in the areas of math and reading will be conducted. Thirdly, the student's educational and medical records will be interpreted and used for educational planning. Lastly, home visits will be made by people skilled in the parent's language and culture. Information ascertained from the home assessment will be analyzed and incorporated in the placement decision.

Although these intake procedural components of the model will rely heavily on bilingual personnel, the interdivisional process model allows other non-bilingual personnel to share in the responsibility of developing procedures, diagnostic instruments, and sharing interpretations. This teaming model proposed is one of a building level team, consisting of an English as a Second Language teacher, a bilingual teacher, special education teacher, reading teacher, a counselor, a regular education teacher and the building principal. The purpose of the building team is to develop a systematic evaluation intake procedure, implement the procedure, arrive at a profile of the child's current functioning level and recommend appropriate placement. The building team will be involved in such tasks as: determining how language dominance and proficiency levels in both languages are to be determined; developing a parent questionnaire for home survey; and, developing a diagnostic informal reading inventory for both the student's native language and English. Overall the team should function as a supportive on-going group that not only arrives at diagnostic prescriptive educational plan for the student, but continues to re-evaluate the plan and program and recommend needed program changes. For example, if the student displays a reading lag, Title I services may be immediately sought, utilizing the skills of the reading teacher on the team. If a student is displaying weakness in the auditory area of functioning, the special education member of the team can consult with the bilingual and ESL teachers in order to strengthen this area and yet teach to other stronger modalities.

In summary, the interdivisional, interdisciplinary building team model proposed by BISEP is designed to provide teachers of linguistic minority students with more support. In this way, linguistic minority students will receive more appropriate services as well as more program options. By employing a team approach, key staff will be able to share their specific skills, and the "gestalt" of all the specific skills will help to better serve culturally and linguistically different students.

Linguistic minority students are the responsibility of all school personnel. Therefore, meaningful and successful programming for these students can only occur when all school personnel view this issue as their responsibility. Interdivisional Coordination in Bilingual Special Education is a viable promising practice (Landurand, 1980).

List of Cases

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72 Civ. 4002 (S.D.N.Y., 1972)

Covarrubias v. San Diego School District
Civil Action No. 6-21; 36 R.F.P. (N.D. Cal.,1970).

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Civil Action No. c70, 37 R.F.P. (N.D. Cal., 1973).

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79 Civ. 270 (1979).

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269, Supp. 401 (1967).

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Larry P. v. Riles
343 F. Supp. 1306 (1972).

Lau v. Nichols
44 U.S. 563 (1974).

Lora v. The Board of Education, New York
456 F. Supp. 1211 (1978).

Mills v. Board of District of Columbia
384 F. Supp. 866 (D.D.C., 1972).

Pase v. Hannon, Gabe Kamowiz
Chicago (1978)

United Cerebral Palsy v. New York City Board of Education
79 Civ. 560 (1979).

AN ANNOTATED BIBLIOGRAPHY

EDUCATIONAL POLICY AND PROGRAM DEVELOPMENT IN BILINGUAL HANDICAPPED EDUCATION

Prepared by Charles R. Woodson
for
Del Green Associates, Inc.

O'Neill, Stephania and Levy, Linda. "Simple Justice: A Case For Mainstreaming The Severely Emotionally Handicapped Bilingual Preschool Child." Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child. (New Orleans, LA, February, 1981).

The paper addresses a mental health program designed to treat the 2½ to 5 year old Mexican American child with severe emotional or behavioral problems. Components of the program includes a mutual agreement with Parent Child Centers in the community; staff who have expertise to evaluate, diagnose, design, and implement an individual treatment plan for each child coming into the program; involvement of the home; and assistance for the child and his/her family in the transition to a new school and social environment.

Goodale, Ronda and Soden, Marcia. "Disproportionate Placement of Black and Hispanic Students in Special Education Programs." Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child (New Orleans, LA, February, 1981).

The paper examines practices and procedures that are seen as contributing to disproportionate placement of Black and Hispanic students in special education programs and discusses various components of the Boston Public School's Remedial Plan. Practices and procedures critical in disproportionate placement are seen to include biased assessment, problems with accountability, racism/racist attitudes, the concept of special education as a dumping ground, inappropriate referrals of minorities to special education as a result of Massachusetts Law (Chap 766) and its relationship to desegregation, and school system/administrative support.

Bergin, Victoria. Special Education Needs in Bilingual Education. Arlington, VA: National Clearinghouse for Bilingual Education. NIE Contact 400-77-0101.

The author surveys the legal and educational developments that have focused attention on the child with limited English who also is physically handicapped or emotionally disturbed and describes some of the current methods being used to deal with this child. Events from 1964 to present are traced in an overview of legislative and educational policies. A chapter on parent and community support focuses on the use of parents as paraprofessionals, and the expansion of existing models for delivering mental health services to minority language communities. Basic principles which guide the design of staff training programs are examined in a separate chapter. One model for teacher training: The Diagnostic Special Education Personnel Preparation Program is described. The author advances several propositions for designing multicultural/multilingual curricula.

Northeast Regional Resource Center. The Time For Action: Positions and Recommendations of the Task Force on Crosscultural Assessment. DHEW/OE Contact 300-77-0537.

The Task Force report examines recommendations for nondiscriminatory assessment of children from linguistic minorities. An initial suggestion is made for a moratorium on the use of standardized intelligence tests for these students. Recommendations are addressed to the US Education department, including requiring state education agencies to report data on four categories of children from linguistic minorities; to state education agencies, including assigning staff to be responsible for coordinating and monitoring state-level bilingual education; and to local education agencies, including the development of policies and procedures for screening, pre-referral intervention, referral, assessment and placement

Landurand, Patricia Medeiros. "Culturally Responsive Education: Where Are We, Where Are We Going, and How Do We Get There?" Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child (New Orleans, LA, February, 1981). Keynote Presentation.

The paper addresses the state of the art in the area of culturally and linguistically responsive special education as its relates to handicapped linguistic minority students. Seven realities are outlined: 1) the population of linguistically and culturally different children is growing in public schools, 2) most linguistic/cultural minority students in public schools are receiving inappropriate services, 3) l/c minority students in public schools have been erroneously misclassified as students needing or not needing special education services, 4) Very few school systems have developed and implemented comprehensive, systematic procedures for evaluating l/c minority students, 5) school systems desperately need trained bilingual/bicultural educators who represent the target population in order to provide the needed direct services, 6) all educators need professional development in order to be active participants in developing and implementing culturally responsive education, and 7) school systems at a building level need to develop and implement creative models for diagnosis, prescription, and delivery of culturally responsive education programs for minority students.

Baca, Leonard. " Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency." Report of the Policy Options Project of the Council for Exceptional Children, Reston, VA.

The report analyzes policy issues in the education of bilingual exceptional students. Chapter 1 provides a historical review of the question, including overeviews of litigation and legislation, and findings regarding the effectiveness of bilingual education. Other issues are considered in Chapter 2, including programmatic options, removeable barriers, specially designed instruction, program costs, teacher competencies, needed changes in teacher education programs, and parental involvement. Current practices in the state of Massachusetts and in the Waukegan, IL public schools are cited. The final chapter list six current requirements for serving bilingual handicapped students and notes policy options (with potential positive and negative effects) for nineteen aspects, including screening, bilingual advocacy, establishment of primary need, parent and community involvement, accessibility, minimum services, and inservice training.

Condon, Elaine, et. al. Special Education and the Hispanic Child: Cultural Perspectives. DHEW/OE Contract 300-78-0326.

The text examines issues related to Hispanic children in special education. Chapter 1 discusses four court cases brought against schools for inappropriate placement of Hispanic and other minority children in classes for the educable mentally retarded. Chapter 2 (testing) focuses on an analysis of linguistic and cultural bias, factors involved in intelligence testing of Spanish speaking children, and a review of seven tests recommended for diagnosing exceptionalities in this population. Chapter 3 views learning in a dual culture context. Related national and state legislation is reviewed in Chapter 4, and Chapter 5 discusses the current status of special education with Hispanics and makes suggestions regarding testing, service delivery, inservice training, and teaching competencies. The chapter also provides prescriptions for teaching spanish speaking children with specific handicaps (emotional disorders, learning disabilities, mental retardation, and speech and communication handicaps).

Wilkerson, Doxey A. Educating All Our Children: An Imperative for Democracy. Westport, CT: Mediax, Inc, 1979.

The book presents eight essays given at a conference on developing, delivering, and assessing educational programs for disadvantaged and minority group children. "New Perspectives on Old Issues" describes current issues related to the financial, cultural, medical, social, and psychological factors affecting education for the total development of the minority/disadvantaged student. "Educating Children Democratically" and "Recent Concerns With Early Education--Some Reflections" provide assessments of the adequacy of the past 10 years of federally supported early education. "Educating the Linguistically and Culturally Different-A Chicano Perspective" examines factors influencing full educational opportunities for minorities. Other essays provide discussion needed structural changes and policy considerations in public education.

Aguilar, J.V., "The Building Principal's Role in a Bilingual Education Program," Journal of Teacher Education. Vol. 30, No. 3, 1979.

The role of elementary building principals in supporting bilingual education is seen to include leadership, staff selection, budget assistance, establishment of a parents advisory group, and provision of an environment that allows teachers to be creative.

Teitelbaum, Herbert and Hiller, Richard J. "Bilingual Education: The Legal Mandate," Harvard Educational Review, Vol. 47, No. 2, 1977.

In the review of the Lau v. Nichols decision of the Supreme Court upholding the right of non-English speaking students to educational programs designed to meet their needs (and subsequent cases), it is noted that the bringing and winning of such cases will not necessarily bring equitable education. Pointed out are hurdles such as slow federal enforcement of violation remedies, and resistance by school districts because of increased costs, teacher contract rights, the small number of students involved, and the need to avoid segregation. Options for remedying discrimination against linguistic minority students, without violating constitutional constraints against segregation, are recommended.

Baca, Leonard and Bransford, Jim. "Meeting the Needs of The Bilingual Handicapped Child," Momentum, Vol. 12, No. 2, 1981

This article reviews federal legislation/litigation on bilingual education and special education in order to assess the parochial school's responsibility for educating limited English speaking handicapped students. Part of a theme issue on disabilities.

Plata, Maximino and Santos, Cheryl, "Bilingual Special Education: A Challenge for the 1980's," Catalyst For Change, Vol 9, No. 3, 1980.

The implementation of a bilingual special education alternative is imperative if the "double-edged" effects of these students' language barrier and handicapping conditions are to be neutralized.

Smith, Jeanette C. "When Is Disadvantage a Handicap," Journal of American Indian Education, Vol 19, No. 2, 1980.

This article describes the impact on American Indian students of federal legislation regarding equal education for the handicapped. Discusses problems of handicap detection in Indian students, and describes the disastrous effect of bilingual education programs on Indian children, especially regarding their reading achievement.

Rodriquez, Richard F., et. al. "Issues In Bilingual/Multicultural Special Education," Paper, EDRS, 1981.

Handicapped children of cultural and linguistic groups different from those of the majority culture are presently unable to attain an appropriate education. Bilingual/multicultural exceptional children are overrepresented in special education in comparison to their percentage of the total population. Adequate assessment instruments have not been developed...Professional personnel is in insufficient number...Programs do not exist or are inadequate...Curriculum

material is culturally and historically irrelevant...Discrimination based upon race and handicapping condition is overabundant...Ther is a need for comprehensive, evaluated programs that take into account diverse learning styles and cognitive development of bilingual/multicultural children.

Plata, Maximino and Jones, Priscilla. "Bilingual Vocational Education for Handicapped Students," Exceptional Children, Vol. 48, No. 6, 1982.

Roles are delineated for vocational teachers, special education teachers, and bilingual teachers in an interdisciplinary approach to vocational education of limited or non English speaking secondary handicapped students.

Harber, Jean R.. "P.L. 94-142: Implications for Culturally Different Populations," Education and Treatment of Children, Vol. 4, No. 4, 1981.

Although P.L. 94-142 prescribes specific procedures intended to ensure equal treatment for all handicapped children, a review of the requirements and implementation of the law suggests that there is considerable unevenness in its enforcement at various levels. Other issues touched upon include problems facing parents with limited resources.

Dixon, Gregory and Bridges, Catherine (Eds.). On Being Hispanic and Disabled: The Special Challenge of an Underserved Population. Report of a Conference, Illinois State Board of Vocational Education, Pardners of the Americas, Chicago, 1981.

The keynote address stressed the importance of coalitions of community based Hispanic and disability-related organizations. Presentation summaries are organized in the following categories: outreach, psychological evaluation/diagnosis, rehabilitation counseling plan development, training/placement, and international resources.

Pages, Myrtha. "Bilingual-Bicultural Special Education in the Navajo Reservation: Myth or Reality," Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June, 1978).

The Bilingual-Bicultural Act of 1968, which mandates teaching in the native language of children with limited ability in English, is not obeyed in the Navajo reservation where the schools' teaching to normal and special education students is in English. This violates the rights of people with a foreign language and culture. For the mentally retarded, physically handicapped, and emotional disturbed Navajos this represents a double jeopardy, as they cannot independently surmount the deprivation imposed upon them.

Greenwood, Charles R., et. al. "Cross-Cultural and Minority Issues in the Education of Handicapped Children: A Principal Mediated Inservice Program for Teachers," Paper presented at the Council for Exceptional Children Conference on the Exceptional Black Child, New Orleans, LA., 1981.

Five issues are highlighted which arise from a program to provide inservice training to teachers dealing with minority handicapped children in mainstreamed or other special education settings. In a paper titled "Educational Barriers of Minority Handicapped Children" the following barriers are identified: language, different cultures and value systems, labels and stereotypes, teacher expectancies, physical barriers, instructional media and role models, and school policies. Other issues addressed include community awareness and resources, learning styles of minority group children, and education objectives and curriculum.

Abbott, Robert E. and Peterson, Patricia J. "Learning Disabilities--They're All Around You," paper presented at the International Bilingual-Bicultural Education Conference, Chicago, IL, May, 1975.

This paper focuses on acquainting bilingual educators with the field of learning disabilities. The major dimensions that are discussed are: the learning process with focus on disruptions, considerations involved in the identification and assessment of learning disabilities, cultural and learning style differences of the Latino, and suggestions for educational prescriptions. Carefully constructed school programs and specially trained teachers are prime requisites for developing potentialities in the learning disabled.

McConnell, Beverly B. "IBI (Individualized Bilingual Education): A Validated Program Model Effective With Bilingual Handicapped Children," Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans, LA, 1981.

The paper describes a program developed for the children of migrant farmworkers, which uses bilingual adults from those same migrant families as the primary teaching staff. The staff training model is reviewed along with teaching techniques useful in special education classrooms. Test data are presented on a large number of students over a seven year period. The author also outlines resources available for other school districts that might want to adopt part of the model.

Sanua, Victor D. "Bilingual Programs for Physically Handicapped Children: School Year 1974-1975. Research Report, New York City Board of Education, Brooklyn.

The purpose of the Bilingual Program for physically handicapped students was to provide a learning environment in which handicapped children who do not speak English or who speak with difficulty would be able to function in their native language. In addition to an instructional program, the project incorporated three other components: curriculum and materials development, teacher training, and parental involvement. 78% of the students showed progress in reading, 74% improved their self image, and 95% of the pupils improved their knowledge of Hispanic culture.

California Advisory Committee to the US Commission on Civil Rights. "State Administration of Bilingual Education," A Report, 1976.

The report describes several key features of the California State Department of Education monitoring responsibilities and recent developments in the State Department of Education. The basic finding of the report is that the State department of education has failed to ensure that California's non- and limited English-speaking student population receives equal education opportunities. Several recommendations are offered for correcting deficiencies.

Baca, Leonard and Bransford, Jim, "An Appropriate Education For Handicapped Children of Limited English Proficiency," A report prepared under auspices of the Council for Exceptional Children, NIE Contract 400-81-0031, 1982.

The authors note the expanding scope of bilingual education, especially its emerging link with special education. A review of the literature presents findings of studies which have been conducted in a variety of bilingual program settings in the U.s and in other countries. Bilingual special education is discussed as are exemplary practices in the field. Historical and legal overviews are provided and significant issues in the provision of bilingual special education are addressed; e.g., accessibility, costs, personnel preparation, community involvement, program evaluation. Policy options are presented as alternatives for local decision making.

United States Commission on Civil Rights. *Statement on the Fiscal Year 1983 Education Budget*. Clearinghouse Publication 73, Washington, DC, 1982.

Included in this report is a section on Bilingual Education and a section on Education of the Handicapped. Funding for bilingual education has consistently declined over the past three years, and has resulted in fewer students being served. Similarly, proposed cuts in education for the handicapped would reduce the estimated number of students served by over one million in the State grant program.

Massachusetts State Department of Education. "Diagnosis and Intervention in Bilingual Special Education: Searching for New Alternatives," Publication #11704-39-300-1-80.

Several articles are presented: Cultural Diversity: Implications for Educational Change, Criteria for Identification, Placement and Transfer of Transitional Bilingual Students, How To Utilize Resources Available..., A Model for....Screening of Non-English Speaking and Bilingual Children, A Parent-Child Model of Early Intervention, Process For Training Teachers...., Sociolinguistic Dimensions of Bilingual Assessment, Special Education for the Hispanic Child, and Vocational Education for the Bilingual Student With Special Needs.

McDonnell, James R. "A Systems Approach for Ameliorating Possible Prima Facie Denial of Hispanic/Black Students' Rights Through Disproportionate Enrollment in Special Education," A paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans, LA, 1981.

The paper discusses the issue of educational equity, principles of systems analysis, systems approaches in the educational milieu, the evaluation aspect of the systems approach, and application of the systems approach to preventing disproportionate enrollment of Hispanics and Blacks in special education classes in Holyoke, Massachusetts.

Greenlee, Mel. "Specifying the Needs of a Bilingual Developmentally Disabled Population: Issues and Case Studies," Bilingual Education Paper Series, Vol. 4, No. 8, 1981.

Assessment and educational programming for linguistically different children who are also experiencing developmental disability is complicated by a number of controversial issues, including lack of developmental data on the course of bilingual language acquisition and the problem of differentiating between a language disorder and linguistic interference. A brief review of research on Spanish/English developmental bilingualism is provided, followed by illustrations of individual linguistic abilities in three bilingual children experiencing developmental problems. It is concluded that research does not support the notion of a linguistic delay due to child bilingualism. Bilingual proficiency cannot be considered beyond the grasp of a developmentally disabled child.

Baca, Leonard and Chinn, Phillip C. "Coming to Grips With Cultural Diversity," Exceptional Education Quarterly, Vol. 2, No. 4, 1982.

The article examines problems concerning special education and ethnic minority group children and reviews approaches to meeting the needs of these children. Problems identified include:

disproportionate numbers of minority group children in special classes, inadequacy of the identification process for placement, lack of teacher sensitivity, educators' perceptions of culturally diverse children, the children's perception of the educational system, and linguistic differences of some children. Suggestions are given for meeting these needs through improvement of assessment methods, bilingual programs, information sources, teacher sensitivity, and curriculum.

State of Alaska. *Suggested Procedures For Implementing Special Education Services For Exceptional Pupils in the State of Alaska: Procedures Manual, Volumes I, II, III.* Eugene,Oregon: Northwest Regional Resource Center, 1978.

The recommended procedures and support materials included in these volumes were prepared to assist teachers and school districts in Alaska in complying with the special education program requirements of US Public Law 94-142 and various Alsaka Statutes. The first volume suggests processes for implementing special education programs and individualized education programs. Users are referred to support packages, contained in the second volume, which include forms, concept papers, suggested procedures, and information descriptions. Nonbiases assessment and identification procedures are provided in the final volume, which includes a matrix of tests used in bilingual/bicultural settings, technical considerations, vocabulary, and resources.

Gonzales, Eloy and Ortiz, Leroy. "Social Policy and Education Related to Linguistically and Culturally Different Groups," *Journal of Learning Disabilities*, Vol. 10, No. 6, 1977.

The authors discuss the ways in which social policy has resulted in the absorption of ethnic groups into the dominant culture and explain how education of the Spanish speaking child has proceeded in such a way as to funnel these children into special education and into learning disabilities in particular. Recommended are competencies (such as being bilingual to the point of being able to communicate effectively) essential for teachers of Chicano youth. Some bilingual-bicultural materials are described.

Kelly, Carole Marie. "Developing Cultural Perceptions of Students Who Will Be Involved In a Multicultural Milieu," *Educational Horizons*, Vol. 55, No. 4, 1977.

Bilingual/bicultural training is considered in terms of a definition of culture, its impact on communication, and the need of culture-oriented training . Considered is an interdisciplinary model to provide activities through which participants can experience their own reactions to multiple culture-based stimuli.

Ramirez, Bruce A., Pages, Martha, and Hockenberry, Catherine. *Special Education Programs For American Indian Exceptional Children and Youth: A Policy Analysis Guide*. Reston, VA: Council for Exceptional Children, 1979.

This guide assists State, Bureau of Indian Affairs, and tribal or Indian community-controlled local education units in analyzing their special education administrative policies. Policy statements are presented that meet the requirements of P.L. 94-142 at a minimum but also reflect the special considerations that should be undertaken when programing for Indian exceptional children. The information identified serves as a basis for special education policy development and refinement.

Eannarino, Joanne. *Office For Civil Rights Perspective on Bilingual Special Education*. Arlington, Heights, IL; Illinois Resource Center, 1979.

The position of the Office for Civil Rights on bilingual special education is defined by the Civil Rights Act of 1964, a 1970 Office memorandum, and the 1974 Lau v. Nichols decision. The basic position prohibits discrimination on the basis of national origin and defines lack of English-speaking ability as an obstacle to equal education. The Office requires that school districts serve limited English speaking students with special educational needs but does not dictate the type of program. The school district is expected to design and implement programs and prove to the Office that the programs are effective. When the Office conducts a review or investigates a complaint, the following components are addressed: identification and assessment procedures, appropriateness of services, staffing, provision of special linguistic services, and parental involvement. Every student with special language or educational needs must be served and the staff must be found or the school district will be found to be in non-compliance with the law.

Dillard, John M., Kinnison, Lloyd R., and Peel, Barbara, "Multicultural Approach to Mainstreaming: A Challenge to Counselors, Teachers, Psychologists, and Administrators," *Peabody Journal of Education*, Vol. 57, No. 4, 1980.

Mainstreaming is a process by which special education and multicultural education may be integrated to meet handicapped students' personal, cultural, and specialized academic needs. This article presents some of the advantages and disadvantages of implementing the two concepts in the same program. Problems likely to occur include cultural conflicts, a shortage of teachers and counselors with the necessary qualifications, and excessive paperwork. With broad-based community suppot, the following sequence of events will result in a successful union of multicultural education and mainstreamin: awareness of the need for multiculturalism, awareness of present skills and strategies among school personnel, and awareness of the need for new and improved multicultural skills and strategies. Methods for achieving these outcomes are discussed.

Chinn, Philip C., "The Exceptional Minority Child: Issues and Some Answers," Exceptional Children, Vol. 45, No. 7, 1979.

Although a handicapping condition or giftedness in a child implies exceptionality, those children whose cultural differences demand instructional and curricular changes should be considered exceptional as well. This article identifies the educational needs of minority children considered exceptional due to cultural differences. Also considered is the plight of gifted children who are not being discovered nor served because of biased and inappropriate intelligence tests. Two evaluative instruments, free of cultural bias, are suggested as well as a list of 18 characteristics of giftedness that exist to a high degree in culturally different groups. Better understanding of cultural diversity and special educational methods will be the means to meeting these children's needs.

Wisconsin Advisory Committee to the US Commission on Civil Rights. "Falling Through the Cracks: An Assessment of Bilingual Education in Wisconsin," a Report. 1982.

The report discusses legal implications of bilingual education in Wisconsin, State enforcement efforts, and community perspectives. Among the findings: some limited English speaking students are not receiving bilingual education services because of differences between state and Federal requirements pertaining to parental consent; state and Federal law are at odds in the assignment of students to bilingual programs; monitoring of programs by state department personnel is inadequate; parents lack knowledge of bilingual programs particularly in terms of curriculum, testing, and accessibility; and program services are inadequate and understaffed. Recommendations are offered to address these deficiencies.

Illinois Advisory Committee to the US Commission on Civil Rights. "Equal Education: A Right," A Report, 1976.

The report provides a summary of the Illinois Transitional Bilingual Education Act of 1976, and is presented as a guide for parents and interested others in the field of bilingual education. The report also discusses the concept of bilingual education and who it is designed to benefit, how children are expected to learn; competencies of teachers; parental roles; and aspects of classroom instruction.

Burrello, Leonard C. and Sage, Daniel D. *Leadership and Change in Special Education*, Englewood Cliffs, NJ: Prentice Hall, 1979.

This book provides a comprehensive examination of the leadership process in special education. Implications are drawn for the bilingual educator. Spedial education is viewed as a discipline undergoing substantial change. Models and role recommendations are presented.

Cronin, Joseph M. "The Federal Takeover: Should the Junior Pardner Run The Firm? *Phi Delta Kappan*, Vol 57, 1976.

This article examines issues associated with increased centralization of decision making in education.

Deno, Evelyn N. "Special Education as Developmental Capital," *Exceptional Children*, Vol. 37, 1970.

In this article, the author argues for investments into special education and presents conceptual foundations and frameworks for developing models.

Ballard, Joseph, "PL 94-142 and Section 504: What They Are and What They Are Not," an information sheet prepared by the Council For Exceptional Children, 1980.

The author provides a detailed review of PL 94-142 and Section 504 and gives a detailed discussion of their implications to educating the handicapped.

CHAPTER VIII

ORIGINAL REACTION DOCUMENTS

Original Reactions to Synthesis Documents Presented at the Two-Day Research Conference in Rolling Meadows, Illinois

May 23, 1983

Jessie M. Hailey
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Dear Jessie:

I am pleased to have been able to accept your invitation to serve as a Reactor to the "Bilingual Handicapped Project".

As presented, my reaction to the section "A Critical Look AT Testing and Evaluation from a Cross-Cultural Perspective" is very favorable. The section is quite ambitious in scope, and has attempted to deal with a controversial topic in an objective, sensible manner.

The material is, as well, relevant to the target population's needs and concerns, e.g. those of the bilingual handicapped individual.

The literature review and accompanying bibliography were comprehensive and detailed.

My initial reaction was, and still is, that the material can be used pretty much in its present form, with careful editing. As you will note, I have made notes and comments in the first pages as an example of several corrections I feel should be made throughout for standardization and consistency. In addition, I offer the following recommendations for changes, inclusion, etc.

Recommendations for Consideration:

1. Add to Section referring to Public Law 94-142:

In November of 1975, the Education for All Handicapped Children Act was signed into law, and it took effect October 1 of 1977. A provision of P.L. 94-142 is the assurance that testing and evaluation materials used are not racially or culturally discriminatory. Tests must be administered in the child's native language, and adapted to assess specific areas of educational need, rather than provide a single IQ score. The child must be evaluated in all areas with a suspected disability, e.g. intelligence, academic performance, hearing, vision, communication, emotional, and health.

2. The 1971 AAMD definition of mental retardation should be expanded to include the following characteristics based on the Diagnostic and Statistical Manual of Mental Disorders III (DSM III) developed by the American Psychiatric Association and published in 1980.

For a diagnosis of Mental Retardation the following must be present:

- the individual must have significantly subaverage intelligence with
- resulting impairments in adaptive behavior as determined by clinical judgement, and
- onset prior to age 18.

Sub average intelligence is defined as an IQ score more than two standard deviations below the mean, or under 70.

The etiology may be biological (Down's Syndrome for example), psychosocial (environmental), or a combination of both.

3. (Page 4). Paragraph on "behaviorally disordered".

Behavioral Disorders:
What was previously called "hyperactivity" is now classified in DSM III as Attention Deficit Disorder. Symptoms associated with this disorder include:

- inappropriate attention
- impulsivity

There are three subclassifications within the Attention Deficit Disorder:

1. Attention Deficit Disorder with Hyperactivity
2. Attention Deficit Disorder without Hyperactivity
3. Attention Deficit Disorder Residual Type (used when the Attention Deficit Disorder has persisted into adulthood).

Conduct Disorder involves a persistent pattern of anti-social behavior and poor social functioning. Four subtypes have been identified:

- Undersocialized Aggressive
- Undersocialized, Nonaggressive
- Socialized, Aggressive
- Socialized, Nonaggressive

Emotional Disorder refers to Anxiety Disorders of Childhood or Adolescense, and the primary symptom associated with this disorder is anxiety. In addition, there are 5 other disorders of Infancy, Childhood and Adolescence:

- Reactive Attachment Disorder of Infancy (lack of adequate caretaking results in lack of age-appropriate emotional and physical development)

- Schizoid Disorder of Childhood and Adolescence (inability to form social relationships).
- Elective Mutism (consistent refusal to speak in social situations).
- Oppositional Disorder (pattern of opposition to authority figures).
- Identity Disorder (severe distress related to an inability to form a cohesive sense of self).

There are, in addition, Developmental Disorders which appear characterized by serious distortions in the development of multiple psychological functions necessary in the development of adequate social skills and language.

4. (Page 13 to 17). Add to last paragraph in Section A, page 15:

In sum, it can be said that the psychologist must use, in the assessment process, his/her knowledge of social, cultural, cognitive, affective, and psychomotor development, individual differences, second language acquisition, and learning and behavior disorders in order to identify the students' potentials and weaknesses; select appropriate techniques to meet the student's needs, assess the results of prescribed interventions in improving performance; and to refer students' requiring special services to the appropriate program.

In order to make accurate assessments, a number of areas should be examined, such as the child's interaction with adults and peers in the school setting; school adjustment; functional ability level; adaptive behavior; social development; performance in basic academic skills in the primary and secondary language; and perceptual-motor skills. The constitutional protections of equal educational opportunity and due process must be maintained, and ethnic/racial, sex, cultural, and language variables must be considered.

5. (page 18), 1st & 2nd paragraphs. Translating a test does not deal with the question of whether a child has "experienced" the items; if the child's experiential realm does not include exposure to specific situations and experiences, responses to items dealing with this issue are invalid and the results suspect.

6. (Page 24). It would also help if rate of learning in the classroom setting was used as a component part of the assessment process, and used as an informal indicator of the child's potential. The measure of concrete achievement is more useful, in general, than an emphasis on the gap which separates the language minority child from his classroom peers.

7. (Page 28). In determining what areas to assess in greater depth, the first step should be gathering as much available information as possible. The child should also be observed in his/her natural setting; assessment information obtained from his/her classroom behavior; interaction with classmates and peers; the quality of his/her work, and interest and difficulty levels. A parent interview is helpful in providing further background information. After the data gathering process is completed, the assessor can then hypothesize as to the possible preceding factors which may have contributed to the assesor to decide what assessment techniques and instruments may be appropriate.

8. (Page 29). In regards to the assessment process, assessment procedures and recommendations for placement in special programs should be chosen to maximize the child's opportunities to realize his/her potential for success. All test results and information should be interpreted in the context of the child's cultural and social background.

My final recommendation is that consideration be given to rewriting the last paragraph (Page 32) along more descriptive lines as to the value of moving away from the present orientation towards specific tests.

Should you have any questions, please do not hesitate to contact me.

Sincerely,

Ileana C. Herrell

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Response to Dr. Robert N. St. Clair's Paper on Cognitive Development and Sociocultural Language Relationships

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The Council for Exceptional Children

Reading over the material prepared by Dr. St. Clair, it appears that considerably more emphasis could be placed on congition. While there has been relatively little research done related to cognition and handicapped bilingual children, there has been work done on congition and bilingual children and on handicapped children. It would appear to me that the synthesis document could include the following:

1. The existing work on bilingual handicapped should be cited. Drs. Robert Rueda and Alfonso Prieto at Arizona State University have done some research in this area (Department of Special Education, 305 Farmer Hall, Arizona State University, Tempe 85281, (602) 965-7198 office, 966-2524 home). Gaps in the research should be identified for future researchers.
2. Critical research in cognition/bilingual and cognition/handicapped children should be cited, some inferences drawn and suggested research listed.

Attached is a summary of some of the Castaneda and Ramirez work related to cognition. It was prepared by the Latino Institute.

In Dr. St. Clair's synthesis document, he suggests that, "language becomes a social barometer in which another's behavior provides psycho-social insights in how one views the social world." He further suggests that the handicapped have been deemed as outsiders by the mainstream society because they do not fit into society and are, therefore, devalued. Those who conform to the values of the macroculture pose no threat. Those who do not, are perceived as deviant. Likewise, those who do not speak the official dialect of the nation are considered to have nonstandard language. They, too, are outsiders because of their deviancy.

Dr. St. Clair's document discusses the practice of labeling and stigmatizing. Those who do not conform, who are outsiders, are appropriately labeled by the macroculture. Laws are enacted, imposed on the masses of society, and brought to bear on those who do not conform.

"Language," St. Clair states, "is not neutral. It reflects one's own values, one's cultural heritage and one's metaphorical intent."

There exists in this country, as with most countries, a macroculture which is shared by most of its citizens. The macroculture holds certain values which provides a blueprint that determines the way in which most of our citizenry think, feel, and behave. In addition, we have a number of microcultures or subcultures which contain cultural elements, institutions, and groups who share cultural patterns that are not common to the United States' macroculture. Traditionally these microcultures have been called subsocieties or subcultures by sociologists and anthropologists (Gollnick and Chinn, 1983).

Numerous microcultures exist in our country as with other nations. Among the microcultures we find groups in which identity is primarily a function of national or ethnic origin, religion, gender, age, socioeconomic level, primary language, geographical region, and exceptionality. Dr. St. Clair has identified two microculture groups, those based on exceptionality; primarily handicapping conditions and those based on language; primarily those of nonstandard dialects.

When these groups are combined, as with the linguistically different handicapped individual, other variables tend to come into play, and the individual brings characteristics from other microcultures which are often viewed as deviant by the macroculture. For example, a linguistically different retarded individual will most likely be a part of an ethnic minority group. If the individual is Hispanic, for example, the individual may be a part of a lower socioeconomic status (SES) group since there is a disproportionate large number of Hispanics which fall into the low SES (Rothman, 1978). In addition, the individual is likely to be Roman Catholic since a large percentage of Spanish speaking individuals are Catholic (Abramson, 1973). Instead of facing the simple "double jeopardy," this hypothetical individual comes from a number of microcultures which are nonmainstream and are deviant in the eyes of some. The individual is an ethnic minority, is language deviant, is handicapped, is poor, and is Catholic.

Mainstream society has had little tolerance for the handicapped. Chinn, Drew and Logan (1979, pp.42-43) state the following:

> Through the ages, human understanding and treatment of mental retardation have been influenced considerably by the socioeconomic conditions of the times. Mental and physical defects were naturally viewed by primitive nomadic tribes with fear and disgrace, in large part because of the stigma attached to such conditions by religious beliefs as well as superstitions and myths. Other influences on the way the handicapped were viewed resulted from the economic drain on the tribe by these individuals. Nomadic tribes in particular could ill afford to be burdened by nonproductive members who consumed their limited food and water supplies but did not tangibly contribute to the group's common welfare. Even as tribal civilization progressed and a less nomadic existence prevailed, the retarded were frequently viewed somewhat harshly. Farming and maintaining herds had become a way of life, but the threat of famine remained constantly on the horizon. The economic picture for the handicapped was, therefore, somewhat similar to what it had been during more nomadic times. Neither the religious nor the economic perspective was conducive to the care and maintenance of the retarded--nonproductive citizens were expendable.

Even in modern times the treatment and understanding of those identified as deviant has been lacking. While society has begun to accept its basic responsibilities in terms of care and education, social equality for the handicapped is still lacking.

Gollnick and Chinn (1983 p.288) suggest that,

> Society's view of the handicapped can perhaps be illustrated by the way the media portrays the handicapped population. In general, when the media wishes to emphasize the handicapped, they are portrayed as (1) children, usually severely mentally retarded with obvious physical stigmata or (2) crippled persons, either in a wheelchair or on crutches. Thus society has a mind set on who the handicapped are. They are children or childlike, and they are severely handicapped mentally or physically or both.
>
> Because society often views the handicapped as children, they are denied the right to feel and want like normal individuals. Teachers and other professional workers can often be observed talking about handicapped individuals in their presence as if they are unable to feel any embarrassment. Their desire to love and be loved is often ignored, and they are often viewed as asexual, without the right to want someone else.

Gliedman and Roth (1980, pp.22-23) make the following observations:

> The able-bodied person sees that handicapped people rarely hold good jobs, become culture heroes, or are visible members of the community and concludes that this is "proof" that they cannot hold their own in society. In fact, society systematically discriminates against many perfectly capable blind men and women, cripples, adults with reading disabilities, epileptics, and so on. In other instances--and again the parallel with white racism is exact--beliefs about the incompatibility of handicap with adult roles may be no more than a vague notion that "anyone that bad off" cannot possibly lead an adult life, and not more respectable than the view that a handicapped person is mentally or spiritually inferior because he is physically different or that "people like that" have no business being out on the streets with "us regular folks." Like race prejudice, a belief in the social incapacity of the handicapped disguises ignorance or bigotry behind what we "see" to be an obvious biological fact. For, like Tycho Brahe (Danish astronomer) watching the sun "move" around the earth, we do not see our belief. We see a handicapped person.

Gliedman and Roth (1980) further suggest that the handicapped are worse off than the ethnic minorities. Blacks and other groups have developed ethnic pride. We have often heard the Chicano state that "Brown is beautiful." Who has heard the "cerebral palsy is beautiful" cry? Society opposes racism with the view that Blacks are not self-evidently inferior, but at the same time takes for granted the self-evidently inferior status of the handicapped.

Linguistic differences can involve into another set of problems for the individual. Wolfram and Christian (1979) suggest that dialect differences in the school may cause problems beyond the interference with the acquisition of skills. A second problem tends to be more subtle and relates to attitudes of teachers and other school personnel toward students with nonstandard dialects. Often educators equate a nonstandard dialect with lack of intelligence.

In a simple university classroom experiment, I played segments of two audiotapes. One was the voice of a noted Black educator, the other was a noted Hispanic educator. The Black educator had a noticable Black dialect. The Hispanic educator spoke standard English. No information was given about either. The students were asked to select the one they thought to be more intelligent. They unanimously selected the one with the standard English dialect. The class included a large number of Black students.

The limited English proficiency handicapped individuals obviously face more adjustment problems than their nonhandicapped, standard English speaking, or handicapped English speaking peers. As Dr. St. Clair has pointed out, they are socially "outsiders" and are viewed as deviant by mainstream society. As educators, our responsibilities appear to be two-fold. First, it is our responsibility to work with the handicapped limited English proficiency individual to develop those adaptive behavior skills necessary to secure at least minimum acceptance in society if this is the goal of the individual. Secondly, we must work beyond securing the legal and educational rights of the handicapped and linguistically different. We must continue our efforts to sensitize mainstream America to their rightful place in society.

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middle-class norms that govern school practices, including testing. Mercer (1971) believes that if a child's behavior violates the norms of the teacher, s/he is judged to be maladapted and is often referred for psychological evaluation.

Results of at least three studies (Choy and Dodd, 1976; Ramirez, Arce-Torrez, and Politzer, 1976; Williams, Whitehead, and Miller, 1972) suggest that teachers perceive students who speak nonstandard English less favorably than students who speak a standard version of the English language. Lower expectations and negative attitudes on the part of teachers and examiners lead to the biased labeling of bilingual children. Gillend and Rucker (1977) found that labels carry a negative connotation that results in lower teacher expectations for both regular and special education teachers. In their study, teachers perceived a child described with a label as having more severe academic or behavioral problems and requiring more intensive special services than the same child described without a label.

In reference to bilingual handicapped students, the examiner must be bilingual in the same language to accurately differentiate language deficits from language differences and to identify the child's educational needs. However, even if the examiner is bilingual, problems may still occur. "The examiner's dominant language may not be the same as that of the child being assessed, or even if the dominant languages are the same, the dialect, regional, and cultural background may differ" (Mowder, 1979). Ideally, the diagnosticians will be thoroughly familiar with the dialect and cultural background of the children they assess. However, as Sabatino, Kelling, and Hayden (1973) have noted, there is a critical lack of diagnosticians and special educators with fluency in a second language. The status quo of test administration with bilingual children is often defended because of personnel shortage. These writers strongly urge institutions of higher education to address this problem by offering training programs that will develop bilingual psychologists and other personnel.

Cognitive Learning Style

In the past ten years, researchers have been interested in studying the concept of cognitive style from a cross-cultural perspective (Ramirez and Castaneda, 1974).

Social scientists argue that, as a result of different socialization experiences, children develop different cognitive styles (Henderson, 1980). It has been suggested that, in an optional situation, children's cognitive styles and the instructional styles of their teachers should be matched (Henderson, 1980; Cohen, 1975).

The two cognitive learning styles that have been isolated through extensive research are field-independent and field-sensitive. In general terms, the field-independent person perceives and responds to events and objects in his or her environment independent of the total field. This style is oriented toward an analytic approach to information processing that emphasizes the individual facts of a whole one. The field-sensitive style is characterized by an integrative approach to information processing. Field-sensitive individuals organize their world in terms of wholes or totalities and are generally sensitive to the overall context (such as social atmosphere) of objects or events (Ramirez, 1973).

Ramirez (1973) asserts that the relative failure of Mexican-American children is a product of their field-sensitive cognitive style and the bias of Anglo-American schools toward achievement via a field-independent cognitive style. On the other hand, a study conducted by Sanders and Scholz (1976) examined the hypothesis that field-dependent Mexican-American children tend to make better academic progress when matched with teachers with the same cognitive style, and found that field-dependent children matched with field-independent teachers gained more than those with field-dependent teachers.

Ramirez and Castaneda (1974) have observed that the more bilingual and bicultural a child is, the greater his or her bicognitive abilities. When compared to monolinguals, bilinguals have a greater ability to switch between a field-sensitive and a field-independent approach. Furthermore, bicognitive children are able to combine elements of both cognitive styles to develop new coping and problem-solving strategies. Findings by Bain (1974, 1975) support the notion that bilingual/bicultural children have more cognitive flexibility.

CURRICULUM AND INSTRUCTIONAL METHODS FOR EXCEPTIONAL BILINGUAL STUDENTS

REACTION PAPER

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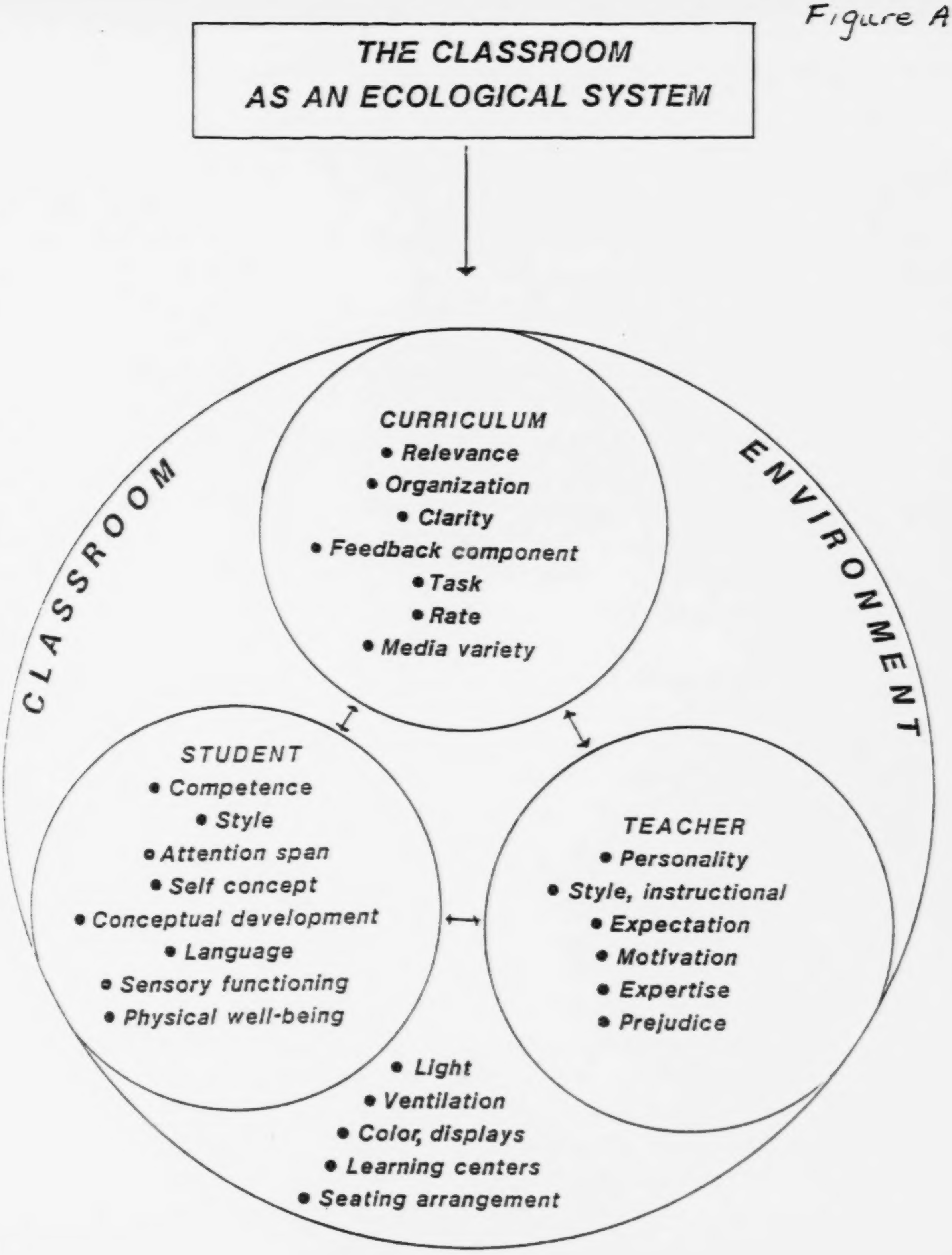
The first draft of this paper is well designed in that it is organized to answer a set of specific research questions, to explore the given field and pose additional questions for researchers. This reaction paper will follow a similar format, with the same five questions forming the basis for my remarks. I will also make comments regarding the introduction given to the topic as well as specific suggestions that relate to statements made on particular pages of the documents.

The design and implementation of appropriate intervention programs for exceptional bilingual students is the desired end product of all efforts generated on behalf of this target group by parents, educators, psychologists, administrators, legislators and legal experts. As such its relative importance to other research areas should be stressed. Perhaps the focus of the Diana Remedies or the Jose P. case could underscore this point and orient the reader to a current shift in attention within the field. Curriculum and instruction should be concretely related in the introduction to other areas such as teacher training, assessment, demographics, cognitive and linguistic development, legal requirements, district, state and federal policy development, and parent and community involvement.

This would also be a good time to orient the reader to the diversity neccessary within the area of curriculum and instruction to adequately provide for all exceptional bilingual students. This would include addressing specific characteristics such as handicapping condition; cultural, experiential and linguistic background of the child, migrant or rural population needs, program level needs, (preschool, elementary, secondary, vocational); etc. The attached model, (see figure A), could be presented to represent the interrelated variables that contribute to program effectiveness.

Figure A


THE CLASSROOM
AS AN ECOLOGICAL SYSTEM
CLASSROOM ENVIRONMENT
CURRICULUM
• Relevance
• Organization
• Clarity
• Feedback component
• Task
• Rate
• Media variety
STUDENT
• Competence
• Style
• Attention span
• Self concept
• Conceptual development
• Language
• Sensory functioning
• Physical well-being
TEACHER
• Personality
• Style, instructional
• Expectation
• Motivation
• Expertise
• Prejudice
• Light
• Ventilation
• Color, displays
• Learning centers
• Seating arrangement

Source: CROSS-CULTURAL EDUCATIONAL ASSESSMENT SKILLS WORKSHOP: TRAINING PROCESS AND MATERIALS, Developed by California Regional Resource Center, Los Angeles, California, 1978.

The introduction should assist the reader to focus on curriculum and instruction as central since peripheral issues such as legal responsibility and assessment, while important, have in the past distracted researchers and practitioners alike. Thus efforts have been directed towards proper placement rather than designing and implementing adequate instructional programs which is of much greater importance. The interrelationship that exists among the areas that contribute to appropriate, effective actions on the part of public school systems should be underscored.

Following a more fully developed introduction, the first question addressed regarding current practices could be improved in three ways. While current program models are fully described beginning on page 18, no mention is made of support service and mainstreaming options neccesary to complement these basic core programs. The second suggested revision involves the development of a section dedicated to current practices in the formulation of IEP's for exceptional bilingual students. The following might be included in such a section: 1) the roles and responsibilities of IEP committee members, 2) competencies neccesary to serve on the IEP committee of an exceptional bilingual student, 3) IEP development for an exceptional bilingual student: process and content, 4) minimum service levels established through written policy for this target group, and 5) ethnolinguistic minority parent involvement in the IEP process. The final revision suggested in this area regards the training needs mentioned on pages 19 and 20. Several other groups could be added here such as the assessment and IEP team members, parents and ancillary support personnel.

The second question addressed regards the need to develop new curricula, methods and materials for handicapped bilingual children. Here, while the availability of commercial materials was discussed, district and project developed curricula were not discussed. Examples of these would be the New York City Bilingual Physically Handicapped Curriculum Materials, the SCDC Spanish Curricula Units in Language Arts for the Exceptional Child developed by Dade County Public Schools (1979) and the preschool materials developed for SEDL by Joyce Evans (1974-76). The adaptation of materials could also be discussed (see Josie de Leon paper included) as well as the methods currently employed to analyze and evaluate curriculum materials (see San Diego instrument included.) An area that was underdeveloped in this section is the instructional methods suggested for or implemented with this target population. Evidence could be given related to multisensory approaches, diagnostics/prescriptive approaches, individualized approaches, peer tutoring approaches, etc. which are recommended or implemented with various sub-populations of this group. Available curricula reflecting certain methodologies, funded demonstration projects exposing certain instructional philosophies and new teaching methods reflecting current learning theories should be cited. Discussing curricula without fully exploring the underlying instructional methodologies is the major weakness of this section.

The third question discussed in the paper relates to the effectiveness of the various methods of instruction detailed in the previous section. This might be a section in which effective teaching strategies and desirable teacher competencies could be elaborated. The section on pages 8 and 9 could be enriched by discussing studies related to effective teaching strategies such as those described in the SBIF Study (enclosed). A discussion of classroom organization (i.e. models for language use, open vs. traditional classroom structure, teacher-pupil interaction patterns, etc) would enhance the discussion presented. The student characteristics detailed on pages 3 to 8 are well developed. Certain additions are recommended: 1) that there be a a discussion of acculturation under the topic of cultural relevance 2) that the child's experience be considered including rural/urban distinctions, experiences based upon roles prescribed by sex or religion or, experiences provided by previous educational offerings 3) that a discussion regarding the concept of "meaningul input" (Krashen article enclosed) be added to the discussion on page 4 regarding engagement[redacted] on the part of the learner and that this discussion expand Krashen's concept to consider what "meaningful input" means for handicappd LEP children, 4) that the discussion regarding learned helplessness also consider Feuersteins[redacted]oncept of passivity in learners which contributes to retarded performance and finally 5) that the section on page 7 that discusses the need for intervention to be related to ongoing classroom activities be reinforced from findings from the Rand Study #R 2638-ED. The Aggregate Effects of Federal Education Programs, Rand Corporation, Santa Monica, CA 1980.

The fourth question of the study relates to current instructional arrangements being implemented with the target group. Several aspects were discussed in this section including language of instruction, and hemispheric research. The following are suggested revisions and additions for the discussion regarding language of instruction.

1) The point should be made that criteria for determining the language of instruction and the weighting given to each factor may vary based on handicapping condition and the challenges posed by each individual child (see Lerman, 1978).

2) The issue of language of instruction should be distinguished from the issue of first and second language development programs.

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3) The concept of "threshhold" level of linguistic competence necessary to avoid cognitive deficits should be introduced as the rationale for L_1 development programs (Cummins, p.37-40, 1981).

4) Suggested criteria for determining the language of instruction or of clinical intervention could be cited (see Langdon and Galvan, Greenlee, Ambert, and Dew and Hamayan criteria enclosed).

5) Parent desires as it related to choice of instructional language could be discussed (see Fishgrund, Leuthke articles enclosed).

6) On pages 12 and 13 where various studies are cited regarding use of a bilingual approach the following could be added: a) use of a bilingual approach in programs for the mentally retarded (Rich, Sirota), b) use of a bilingual approach in programs of the hearing impaired (Fishgrund, Secada), c) use of a bilingual approach in programs for the gifted (Barstow, Vega), d) use of a bilingual approach in programs for the learning disabled (Project Build), e) use of a bilingual approach in preschool programs for exceptional children (Evans) and e) use of a structured immersion approach for language disordered students (Bruck) [All of the above are cited in the annotated bibliographies enclosed, other citations may also apply.]

7) Programs for exceptional bilingual students could be analyzed in terms of the program frameworks developed for students in general bilingual education programs (see Secada, 1983).

8) Entry/Exit systems used to move exceptional students from bilingual to monolingual environments could be explored (i.e. Los Angeles model - see Lau Compliance Plan for the Division of Special Education, July 12, 1979.) (Section IV).

The discussion regarding hemispheric research could be related to current instructional strategies such as right brain techniques for language acquisition (music based approaches, suggestopedia, etc.), and instruction progressions designed to integrate hemispheric processes such as the 4-MAT system by Bernice McCarthy (The 4-Mat System by Bernice McCarthy, Excel, Inc. Oakbrook, IL 1980). This section could also be linked to new definitions of intellectual functioning based on hemispheric distinctions such as the one posed by Alan and Nadine Kaufman which formulated the basis for their recent K-ABC: Kaufman Assessment Battery For Children, 1983.

The fifth and final question posed by the study is designed to determine whether a bilingual education or special education placement can best serve exceptional bilingual students until specially formulated programs are developed. In this section it is suggested that the monolingual special education placement predominates. This only represents half of the current situation. Many children remain in bilingual programs undocumented and underserved for a variety of reasons (see GAO report Disparities Still Exist In Who Gets Special Education, Sept. 30, 1981). Addition problems plague the determination of which educational placement to favor: such as: desegregation plans that conflict with otherwise desirable placements, administrative disagreements over where primary responsibility lies for service provision to name a few. However, all of the above merely describe current placements, rather than cite evidence for which option is more desirable until specialized programs evolve. Very little research has been done comparing the relative effectiveness of these settings with or without modifications. A concept that could be explored as one current recommended practice would be that of special education consultative services being provided to bilingual educators who serve the children directly.

Finally, I'd like to give specific suggestions for particular pages of the document. They are:
1) on page 3 the discussion centers on inappropiate placement in special education; therefore the word "inappropriate" should be added,
2) on page 11 a condition promoted by proficient bilingualism is described; this should be clarified,
3) on page 24 between 14 and 15 the following research question could be added: "What materials exist that have the specific characteristics to make them applicable to exceptional bilingual students?
4) on page 27 Josie De León's plan for adapting materials could be explored if it was not already added in a previous section.

Each individual section of this paper raises provocative, complex issues and constitutes a major contribution to the field of bilingual special education. Because of the importance of this area to practitioners, the complexity of interrelated factors that must be analyzed to construct effective instructional environments, and the lack of previous comprehensive studies in this area, this paper is undoubtedly one of the most challenging of the series. There are many positive features in the current draft. They include the organization of the paper, the topics addressed, the research studies selected, and the recommendations made for further research in this area. It is my hope that the suggestions provided in this reaction paper will contribute positively to the final paper produced.

If I can be of further assistance in that endeavor or provide clarification for any of the comments made, please feel free to contact me.

Respectfully submitted,

Nancy Dew

Nancy Dew
June, 17, 1983

WEFFER'S RESPONSE TO BACA'S REPORT

"Review of Research Affecting Educational Programming for Handicapped Students"

June 1983

WEFFER'S RESPONSE TO BACA'S REPORT

This paper is a reaction of the "Review of Research Affecting Educational Programming for Handicapped Students" by Baca at the request of Del Green Associates, Inc. as part of their research grant under the U.S. Office of Education/Special Education.

Institutions of higher learning are responsible for teacher training across the country. Each of these institutions has areas of concern from within as well as outside their institutions. It is precisely these educational agencies that have the thrust of educating all youngsters in the elementary and secondary school systems.

IHE - Concerns from Within

There are three variables from within the teacher training domain that need to be addressed. Financial and political considerations will not be dealt with specifically in this paper, although this writer recognizes their importance. These variables are:

1. Faculty involved in the teacher training process.
2. The curriculum to be presented.
3. Students receiving training.

Faculty

Faculty involved in the area of Bilingual Special Education ideally should be knowledgeable about the cultural and linguistic characteristics of the populations being served. Furthermore, positive attitudes towards these populations are definitely needed.

Based on the experience of the writer the faculty involved in university programs needs to develop bridges for understanding between the areas of Special Education and Bilingual Education rather than maintaining their "territories." Otherwise the programs will fall in either category A or B as reported in the report by Access, Inc. (1981) -where the parent disciplines do not have any interaction.

The areas of expertise of these individuals as well as their type of interaction with students is critical. This interaction is also explained in more detail within the students section.

Curriculum

The second variable within the IHE's is curriculum. Bilingual Special Education is such a young field that there is a paucity of fully developed theoretical models, as well as few materials available for the training of these new professionals.

The writer agrees with Baca's statement (1983) "Bilingual Special Education Teacher Training requires much more than the borrowing of courses from each of the parent disciplines." Teacher training for individuals who will work with exceptional children from culturally and linguistically different backgrounds requires an interdisciplinary approach because of the complexity of their educational needs.

The schema below presented by Del Green Associates, Inc. (1983) and adapted by the writer Figure 1 encompasses the disciplines that need to be integrated in order to properly understand and teach CLDE youngsters.

These disciplines, however, need to be bridged and mediated by faculty who can perceive and understand the "Gestalt" of these exceptional children within a social context in a pluralistic society. Consideration must be given to the social context as well as the idiosyncracies of a pluralistic society.

Figure 1 represents the disciplines and the interaction that need to occur among the disciplines. Concurrently, these disciplines should receive the emerging knowledge of interdisciplinary research.

Eventhough the Bilingual Special Education field is integrating new information from several disciplines, culture and language remain two of the basic tenents in any teacher training model with its implications in cognitive and personality development.

Culture

In the professional literature there are many definitions

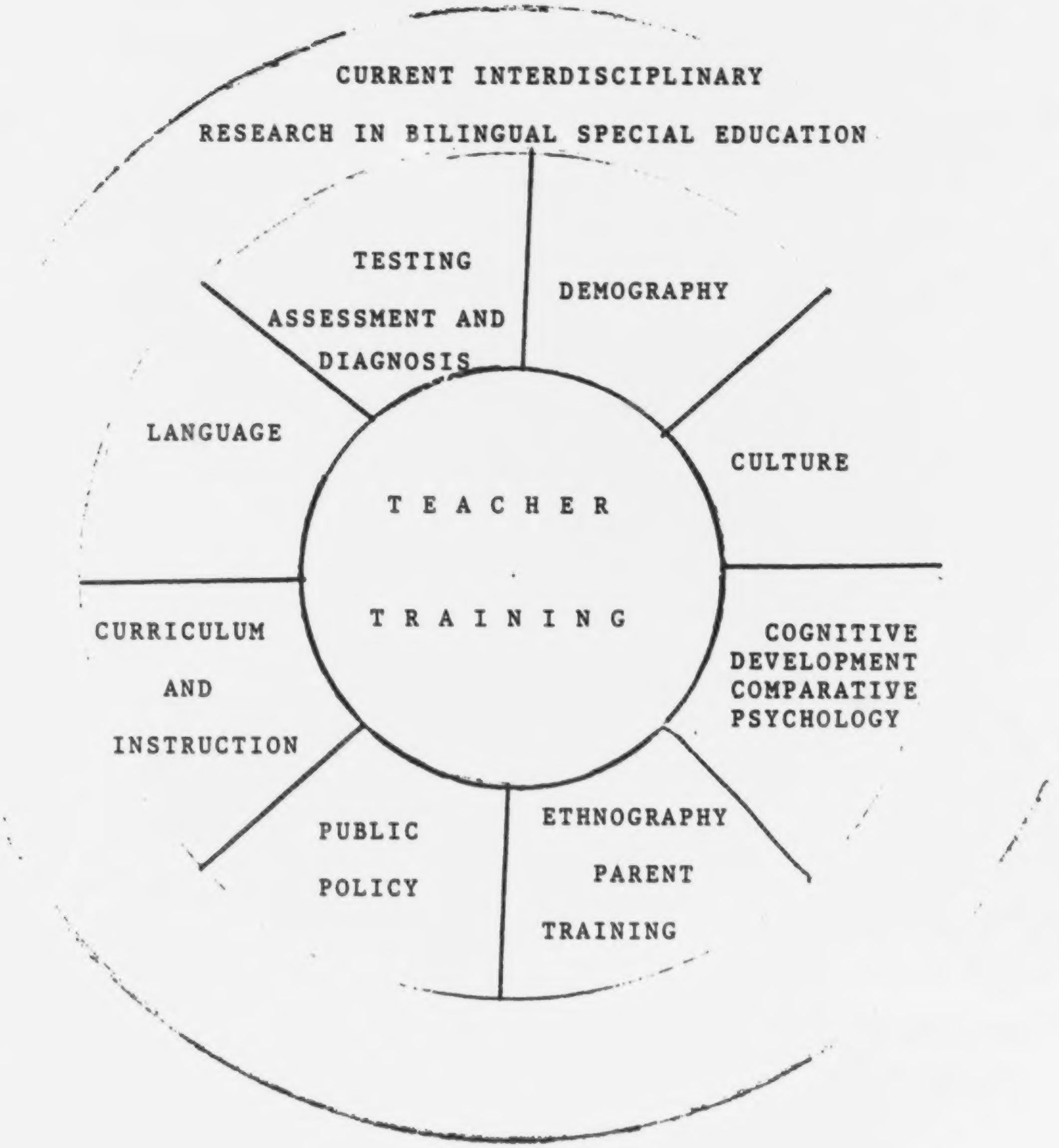

CURRENT INTERDISCIPLINARY
RESEARCH IN BILINGUAL SPECIAL EDUCATION
TESTING
ASSESSMENT AND
DIAGNOSIS
DEMOGRAPHY
LANGUAGE
CULTURE
TEACHER
TRAINING
CURRICULUM
AND
INSTRUCTION
COGNITIVE
DEVELOPMENT
COMPARATIVE
PSYCHOLOGY
PUBLIC
POLICY
ETHNOGRAPHY
PARENT
TRAINING

Figure 1

Weffer's adaptation of Del Green Associates, Inc. Logo of culture from different points of view within various disciplines and within anthropology itself. For the purpose of this paper, the writer utilizes culture as defined by Linton (1959)"The mass of behavior that human beings in any society learn from their elders and pass on to younger generations." For bilingual/bicultural populations this is extremely important because of the potential sources of conflict with the main stream society. The above definition and the concept of "Cultural Psychology" used by DeVos and Hippler (1969) to

> analyze culture and personality focus "on six major concerns where culture was the major variable or effect: 1. physical and motor development; 2. perception and cognition as processing mechanisms of personality; 3. symbolic thought and expressions; 4. socialization processes such as child-rearing practices, role expectations, and value orientations; 5. social change and innovation on personality systems; and 6. mental health, conformity and deviance. Personality was defined as: learned patterns dependent on a cultural environment but as no more reducible to analysis only in cultural terms than cultural patterns are deducible to psychological patterns. Culture was described as a "significant determinant of human behavior."

The above six areas in combination with issues of language provide a framework for the interaction of the disciplines. Furthermore, two more dimensions have to be included in order to understand the culturally and linguistically different exceptional student (CLDE). The two other dimensions are: The area of pedagogy with the implications of methodology and language(s) of instruction and the second dimension will be the specific characteristics of each of the handicapping conditions. Thus all these interactions among the disciplines can be projected in the multidimensional model as conceptualized by the writer in figure 2.

It can be observed that all these disciplines have several interactions, i.e., teacher training components need to be influenced by the knowledge of child development which in term has been impacted by cultural effects and as a consequence has implications for cognitive and personality development. Furthermore, all these influences have to be considered in the curriculum adaptation, instructional models while simultaneously dealing with language of instruction which can be L_1, L_2, a combination of both, or only one. However, this decision will have to be made with consideration of the handicapping condition.

The specific four dimensions have effects in the following areas:

Cultural Psychology	Socio-Educational Linguistics	Handicapping Condition	Methodology
will affect the content in:	will affect	will affect	will affect
• teacher-training • support services (i.e., speech therapy, counseling, etc.) • paraprofessionals • parents • assessment	• instructional models • parent-intervention aspects • educational and psychological assessment	• instructional models • attitudes from parents, teachers, siblings	• L_1 or L_2 or L_1 & L_2 • content areas • utilization of microcomputers

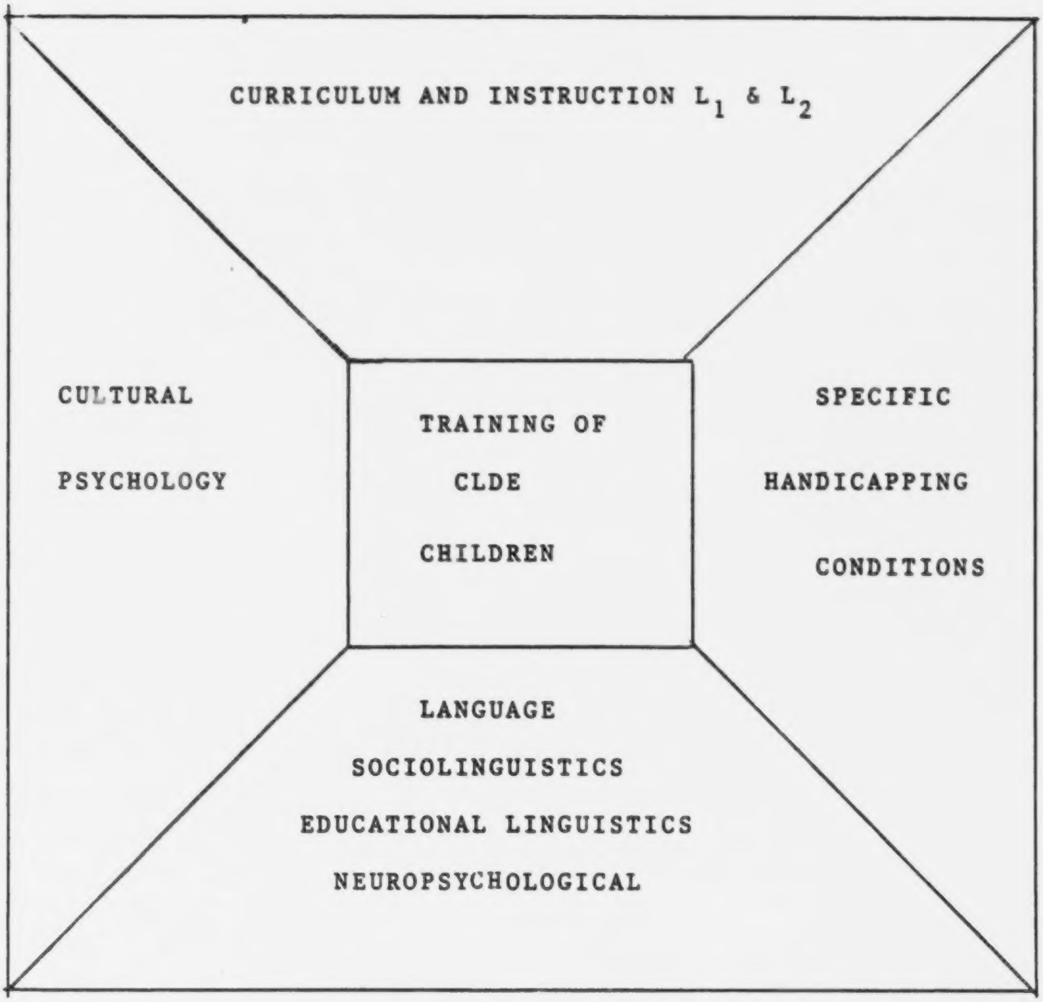

CURRICULUM AND INSTRUCTION L_1 & L_2
CULTURAL PSYCHOLOGY
TRAINING OF CLDE CHILDREN
SPECIFIC HANDICAPPING CONDITIONS
LANGUAGE
SOCIOLINGUISTICS
EDUCATIONAL LINGUISTICS
NEUROPSYCHOLOGICAL

Figure 2

Weffer's Model

Students

There are three basic components within this area: recruitment, retention and graduation. For Hispanics, the pool of potential college students is not as extensive as other ethnic groups. Cerda (1983) reports that one of the basic problems for Hispanic students is that in order to pursue college careers, economic barriers arise. Furthermore, the lack of information regarding financial assistance is limited and/or inaccessible to many of these students.

Another factor affecting the pool of Hispanic College students is that nationally, less than 10 percent of Hispanics of any age group are college graduates and not more than 20 percent of any social category have some post-secondary schooling.

Furthermore, one must take into consideration the age bracket of this growing population. Approximately one third of the Hispanic population is under the age of 15. (Giochello, 1982)

Gender

Cerda (1983) states "that a somewhat higher proportion of women completed high school, but fewer women than men attended college among high school graduates in the entire United States. This was verified in her report by a slightly higher percentage of college plans among male high school students; although as later shown, enrollment at the Hispanic

Alliance Institutions was higher among women." DePaul belongs to the Hispanic Alliance. The writer can affirm that for the past five years the Master program for Bilingual Teachers in Learning Disabilities has been composed of 98 percent women which supports the above mentioned phenomena.

The importance of sex as a variable cannot be underestimated. The career choices within the teaching professions are probably a function of cultural expectations, personality characteristics, economic considerations and last but not least, personal choice. (NIE report, 1980)

How can this variable affect teacher training concerns? Considerations must be given to the multiple roles that women play in a society. First, as mothers and wives, secondly, as a professional in the teaching profession and thirdly, as students in higher education. With all these roles to play, stress is bound to increase for these women and tends to create more dissonance in their relationships both at work and in the family. In order to minimize the stress, women need to have support systems.

The possibility of creating an area of support is within the realm of the teacher training program. First, if students come in as a group, direction needs to be given to facilitate cohesion within the group so that it functions in a supportive level. Allow time, especially during the middle of the academic terms for expression of problems, tension reduction and sharing as to how others deal with the same concerns.

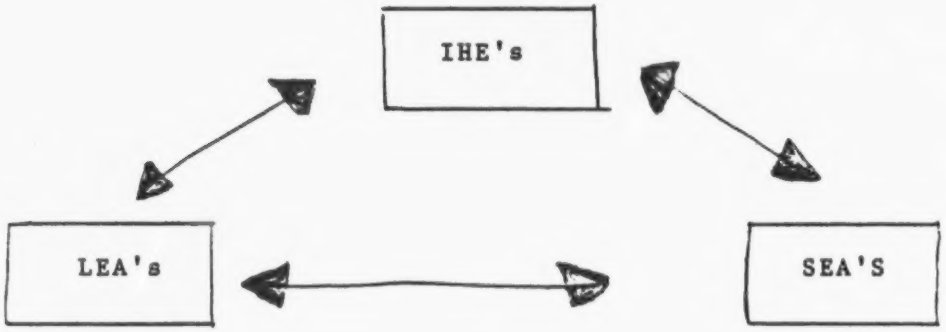
Secondly, encourage study groups. These groups can be very effective and are also culturally reinforcing; thereby providing a vehicle for intellectual growth and support. Thirdly, offer social events, in which close relatives can interact and observe how "significant others" are providing support to the students; thus, adding to the psychological support that hopefully will enhance their commitment to the program.

With the above support systems one can minimize a second problem: attrition. Many times students cannot see the completion of the program in sight. Some may loose perspective of their educational goal temporarily, therefore, direct intervention of faculty and interaction between fellow students can be a very useful tool and is a culturally appropriate model to utilize. At the Master level the time for research/thesis becomes a difficult one because it requires more self-discipline. Here again, the support system can work well.

An important factor in the total process of training is the fact that married women do get pregnant during the program. The needs of each of the participants in this situation differs greatly but is definitely a factor in the completion or the time of completion of the program. With this point in mind, the program must demonstrate a flexibility in order to deal with the everyday lives of its participants: These factors need to be considered when planning programs for adult women. Furthermore, for students who are handicapped these support systems and student services found on the campus such as the Writing Program, are vital for the completion of their program.

IHE Concerns with Outside Agencies

The ideal interaction among IHE's and other educational agencies is that they are interactive and informative in nature.



Institutions of Higher Education need to lead school systems in terms of new educational directions in teacher training. Also they need to obtain feedback in terms of specific educational needs of CLDE children in elementary and secondary education for LEA's.

Dr. Baca's concern in regard to the lack of interaction between the LEA's and IHE, is critical. The writer concurrs with him in terms of the necessity to create bridges of communication and feedback among these educational institutions.

An example of this interaction is that an IHE is training bilingual special educators but the LEA's do not have an effective mechanism to utilize these graduates to their fullest potential. Frequently LEA's make the comment that they do not have "trained personnel" for the CLDE children; however, by the same token, IHE's graduates are not being offered secure positions wherein they could utilize their training to work with CLDE children. This example serves to illustrate the necessity of communications and committment from LEA's and SEA's.

As an example of this model DePaul University developed a program to train bilingual-Learning Disabilities specialists. The program consists of:

1) The theoretical and practical academic basis for bilingual teachers to become specialists in learning disabilities.
2) Students will work during their practicum with bilingual children in the Center for Reading and Learning at DePaul as they are referred from school districts who do not have the trained personnel to serve the needs of Hispanic children, who have been traditionally underserved. These children as well as their parents will benefit from the DePaul students' skills. The parents will obtain help in terms of specific activities that they can perform at home to ameliorate the learning disabilities of their children, to understand their feelings of guilt and anxiety and to change their reactions to the children's behavior.
3) A research component which will collect longitudinal data to analyze the effectiveness of screening instruments for bilingual children and different intervention techniques as well as the impact of parental involvement in the children's behavior.

This program utilizes the faculty in Reading and Learning Disabilities and the Bilingual Program and is an interactive program. The Bilingual-Bicultural component of the program has 5 courses which deal with the model presented in figure 2 by the writer. These 5 courses fall in the categories of language, curriculum and instruction, cultural psychology and handicapping conditions. Within the realm of language the course of First and Second Language Acquisition focuses on language theories as a basis for normal language development as well as its implications to second language acquisition. Simultaneous and sequential language acquisition such as the work by McLaughlin, Leopold, etc. are studied. Students also have a practical experience with this course; they compare the language of bilingual, monolingual preschool children both in a formal and informal manner. Furthermore, this course focusses on the sociolinguistic aspects of bilingualism as in the writings of Fishman,(1977-78) educational linguistics as in the writings of Spolsky; the neurolinguistics aspects of bilingualism as presented in the works of (Albert & Obler (1978) Paradis, 1977; and Penfield, Gardner and Lambert, 1972). Other issues presented are the psychological aspects of language as those presented in Hatch, McLaughlin and Marcos & Urcuyo.

As it can be observed this course integrates the knowledge of different fields and the faculty expands this knowledge as to how it applies to the bilingual learning disabled populations.

This course is followed by "Teaching of Reading in First and Second Language". Reading is a critical skill for all children but for bilingual children even more significant. The bilingual child is faced with the task of learning and applying primary reading skills in a language that may not be its primary language. Therefore, the child is not only required to learn the skills but also to transfer those skills to a second language. Issues of concerning how the approaches to teaching reading for the different bilingual populations are examined: the monolingual Spanish speaker, emerging bilingual and the balance bilinguals. Also, the issues of transference of skills is addressed at this point.

Furthermore, the different methods of reading are critically reviewed with consideration to the advantages and disadvantages of each method for the different populations.

A third course, focusses on Child Rearing Across Cultures. This course has a four pronged approach. The cultural psychology aspect mentioned in the model with the focus on similarities and differences in child rearing practices. Secondy, it focusses on ecological variables, climate, diet, nutrition, etc. and cultures in a transitional or traditional state. Thirdly, it deals with research and ethnical issues in dealing with cross-cultural, cross national, and national-sub-cultures research as presented in the work by Werner, Whiting, Lambert and Bronfenbrener. This opens up a basis for the understanding of the framework of child development which includes physical, intellectual and emotional developmental aspects. The studies of Freud, Piaget are an integral part of this course.

The fourth course in this components is the Psychology and Education of the Bilingual Child. Issues of bilingualism, biculturalism, metalinguistics, culture and affective domain are specifically dealt with; moreover the applications and effects of these variables in intellectual development. Three works by Fishman (1982), Trueba (1979), Hornby(1979) are studied.

Remediation for Learning Disabilities issues are discussed in this particular course as well as in the Learning Disabilities courses that are directly related to this area.

Parental involvement is fully explored as well as the emotional stages of dealing with handicapping conditions.

Last, but not least, a course on non-discriminatory assessment (SOMPA) is also studied. Pros and Cons of this system and others are discussed in terms of L_1 and L_2 and the controversy surrounded. Learning Potential Assessment Device (LPAD) by Feurstein will be introduced in the near future, since this approach offers another alternative especially for CLDE children. It is in this course that issues of policy and legal aspects affecting exceptional children are discussed. Assessment in L_1 or L_2 are critically reviewed and the importance of standarization process, dialectical difference in testing are fully explored.

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PARENT INVOLVEMENT IN BILINGUAL SPECIAL EDUCATION

A REACTION PAPER

Jane H. Williams, Ph.D.
June, 1983

A Reaction To
Parent Involvement In
Bilingual Special Education
PRESENTED BY:
Dr. Robert Marion
in Chicago, Illinois - May 25, 1983

The topics and subtopics included in Dr. Marions´ study are broad and, in some areas, seem only slightly related. Section One on the state of the American family is comprehensive but lacks direct relavance to any of the obvious subtopics, i.e., bilingual education, special education or parental involvement. A more appropriate subtopic might have been a limited discussion on the state of the bilingual family and the structure of families with children who have handicapping conditions.

Dr. Marions´ statement of the problems is presented weakly and in a scattered manner. He discusses the number of incidences of handicapped, bilingual children while citing Hayden (1979). He goes on to discuss, to some degree, differences in cultural attitudes regarding handicapped offsprings. He discussed child abuse and teenage pregnacies. Yet, these items are only loosely connected to the main topic. A clearer statement of the problem may have included the following.

- Parents of bilingual special education students are reluctant to become involved in the educational process.

- School systems often exclude the parents of bilingual, special education students.
- Parents are becoming better informed consumers of education.
- The recent changes in parental involvement need to be encouraged and aided by professional educators and administrators.

Dr. Marion's sections on **Parent Involvement, Factors in Special Education** and **Parent** and **Teacher Variables** are much more appropriate than the earlier parts of the report. He presented a thorough discussion of handicapping conditions and their relationship to the eventual achievement of the handicapped individual. However, this section, along with the entire paper, lacks the inclusion of recent references. There are only two or three references more recent than 1980 and references from periodicals and recent studies are non-existant.

The lack of current material does not greatly affect the excellent section on parent and teacher attitudes regarding mainstreaming and career education for handicapped students.

Marion discussed PL 94-142 and its influence on testing, parental involvement and expectations for the handicapped. The discussion could have delved more deeply into minority and bilingual parents and their willingness or lack of willingness to use their rights. The report needs a more definitive statement regarding culturally biased testing and the placement of linguistically different children in special education classes on the basis of language differences.

Marion moves from the discussion of PL 94-142 into a lengthy discussion of parental attitude toward handicapped children and child rearing practices. This information, though thorough, seems out of place and almost dominates the more relavant topics.

The strongest section of the report is contained under the sub-headng of **Parent Involvement in Bilingual Special Education.** It is here that Marion discusses Attitudinal Communications Gaps; Academic Communication Gaps and Cultural Communication Gaps. The report continues with a section on Bilingual Special Education, Parent Education and Training Models. This section, while promising, was more involved with instructing the parents in child rearing rather than providing mechanisms for including parents in the traditional education process. Marion does end the paper with several excellent proposals for parent education models that seems to be both apprpriate and effective.

Unfortunately, educators are more likely to mistify their activities rather than approach parents with the belief that they can and do make effective teachers for their own handicapped children. Parents of bilingual handicapped students are quiet consumers of the public educational system. Effective parent education will convert them into knowledgeable consumers, able to influence the process in favor of their children. It is only natural that this process will be perceived as a loss of power to traditional educators. Thus, special education teachers will believe it more in their self interest to maintain the present procedures regarding bilingual special education students and their parents than to encourage any real change.

In summary, Dr. Marion´s report could be improved by minimizing or eliminating the less relavant sections on the state of the American family and parental expectations and enlarging and emphasizing the sections on parent education, parent involvement and possible effects of parent involvement on the educational system. The report could be more closely tailored to bilingual, special education despite the obvious shortage of materials. Finally, the report could include more recent references (1980 and later) and references from periodicals.

Reaction to the
Synthesis Document

"Public Policy and
Educational Programming"

Prepared for Del Green Associates, Inc.

by: Alejandro Benavides

The Public Policy and Educational Programming Synthesis Document was discussed under six different headings or topics. The reaction will be provided for each in the order which they were presented in the Document.

1. Legislative Overview

Begins by citing the Civil Rights Act. Though it is relevant, that is not the place for it. The purpose and subsequent definition of terms must be provided. The reader will be lost trying to figure what the document is about.

Mercer's Riverside Study is then incorporated into the discussion which has the effect of changing the subject. Were this document on testing and assessment, it is dated, additionally it should not be used without other studies for support. The recommendation however is to omit it.

From that point of discussion, numerous other and seemingly unrelated issues are run together. Much of this appears to come directly (word for word) from various other literature searches I have reviewed. Though I cannot specifically cite the source, it looks extremely familiar. The shifting of discussion from one subject to another can be illustrated on the first page. Coleman's report leads to the discussion of the Bilingual Act which leads to "Ethnic Isolation..." then back to the issue of testing and placement (Diana vs. California, etc.). The next discussion shifts to the awarding of damages and the U.S. Office of Civil Rights charges of misplacement of minority group students into M. R. classes. This piecemeal information should also be omitted as it appears to be more related to the issue of testing and assessment.

Though the document highlights Lau vs. Nichols, P.L. 94-142 and Section 504, unfortunately they are compressed with little or no discussion of their relationship and significance to each other. A lengthy discussion of Ballard's analysis of P.L. 94-142 and Section 504 follows. For four pages Ballard's material is used, however, he is not cited in the annotated bibliography. Unfortunately the extremely long discussion does not lead anywhere. There is no relationship established between P.L. 94-142, Section 504, and the specific need or purpose of the document.

In summary, this section does not provide the reader the comprehensive legislative overview required to establish a solid legal foundation on which the rest of the document can be built. Major revision is recommended!

2. Special Problems of Handicapped Minority Students

Throughout the major portion of the document the term minority student is utilized or referred to. This term is too broad and confuses the reader. Minority should be substituted with limited English proficiency (LEP) as that is the target population.

The utilization of Chinn's materials mainly focuses on social values, cultural, socioeconomic status and other factors which reportedly contributes to a negative self-esteem. These are problems related to socioeconomic status (SES) which affect all handicapped children regardless of their "minority status". Much of what Chinn reports only perpetuates certain stereotypes and I am uncomfortable with this practice.

Based on numerous reports (Disparites Still Exist in Who Gets Special Education and Unanswered Questions on Educating Handicapped Children in Local Public Schools, U.S. General Accounting Office, 1981) will disagree with the last paragraph on page 9.

The topic of "special problems" cannot and should not be discussed in the document as it is a complicated issue with many factors affecting or causing the problems. An issue such as is being attempted is better handled in a sociocultural perspective and not in a legislative and policy overview. Additionally, special problems are also related to the nature and severity of the handicapping condition (i.e. though a EMR is from a middle SES, there may still be a negative self-esteem due to being in a "special class"). This is not discussed however, problems seem to be contributed to being a "minority" background.

In summary a major revision is in order if this reaction is to be included in the document.

3. The Emergence of Bilingual Handicapped Education

The issue of "overrepresentation" of language minorities is dated and contrary to some sources ("Ethnic Proportions in Classes for the Learning Disabled: Issue in Nonbiased Assessment", Tucker, Journal of Special Education 1980).

I feel that it is a mistake to take bilingual education and simply apply to special education hence creating bilingual special education. From this practitioners experience, it is not that simple. This common misconception leads one to perceive a special classroom with responsibilities for both bilingual and special education goals and objective, which is not realistic. In reality, bilingual methods and material are utilized to assist in the amelioraton of the special problem however the regular bilingual program still has certain responsibilities and the special education program should not be expected to fulfill the students every need. This practice also tends to limit and often goes counter to the concept of the "least restrictive environment" and "mainstreaming". It also has the effect of denying the student access to the bilingual classroom which technically is a violation of Section 504. The document does not discuss these critical aspects of legislation and policy.

Though bilingual goals and approaches are discussed, there is no indepth discussion of what considerations must be taken into account in the development and implementation of an appropriate IEP. Though the utilization of native language is mentioned, briefly, it does not go beyond that. This is a major weakness in both curreng legislation, policy and in the document.

4. Associated Issues Affecting Bilingual Handicapped Education

Discrimination and segregation are problems which commonly affect both bilingual and special education programs and it is not rolely associated with a bilingual special education program. The primary vehicle for the discussion are the Title VII guidelines, which are weak and do not apply to programs not funded with Title VII funds, of which, the major of existing programs are not as Title VII funds are supplementary!

A stronger foundation is Title VI of the Civil Rights Act (1964), Section 504 and other legislation and litigation related to civil rights.

Another associated issue which affects the field, though not discussed, are bilingual pedagocial approaches to overcome the reported "linguistic" barriers. Additionally special education approaches which have been found to be effective to overcome such barriers, (total communications, total physical response, mobility training, etc.), certainly could provide the reader a better idea of "associated issues".

The section on the "Research Evidence on the Effectiveness of Bilingual Education" was not impressive. This is a subject that must be documented and highlighted as it provides credability to the use of bilingual approaches. This, after all, is or should be, the major emphasis of this document. The effectiveness of bilingual education can be illustrated through the following studies:

1. Rock Point Navejo Study
2. Legarreta Study

3. Nestor School Bilingual Program Evaluation

4. Santa Fe Bilingual Program

Additionally, there are ten other well controlled evaluations in the U.S. context showing similar patterns of findings. These are reviewed by R.C. Troike (Research Evidence for the Effectiveness of Bilingual Education", Washington, DC: National Clearinghouse for Bilingual Education, 1978).

5. Selected Policy and Procedural Recommendations

Unfortunately much of the material used (Plata and Santos, Baca and Bransford) is written from a theoretical basis instead of from a practitioner. Though the material provides some good general guidelines and advice, it does not go beyond that. What is needed are policies and recommendations which are field initiated and validated. They should reflect the real problems schools face. Additionally there needs to be a distinct relationship (spelled out) between existing federal policy and the corresponding recommendations. The one utilized at the bottom of page 21 and 22 are poor examples due to vagueness and source. This section is very important as it is supposed to provide selected policy and procedural recommendations. It must be strengthened and made more comprhensive.

6. Interdivision Coordination in Bilingual Special Education

With all professional courtesy extended, it must be pointed out that this entire reaction including the title, was taken almost word for word from an article published by the Multicultural Institute for Change, Regis College, Massachusetts. This may pose some legal problems hence I felt it needed to be brought to your attention.

Though the article, written by pat Landurand, is a good one, the attempt to reuse in this document is questionable. The main problem is that much of what is covered was already discussed in the previous reactions (OCR, Lau vs. Nichols, Diana, The Bilingual Act, etc.) hnece it does not add much. Additionally it tends to focus on what is being done in Massachusetts.

In summary the entire document is in need of a major revision in scope and sequence. The document lacks credability from a practitioners viewpoint.

The legislation and policy issue is too important to cover in such a vague manner. Though I regret having to provide such a negative reaction to the document I think you will agree that the quality of work done by Del Green Associates and the field of bilingual special education must be presented with quality and credability. It is essential to the existence of both.

CHAPTER IX

SELECTED STATE BSEP POLICIES AND INFORMATION

As an effort to detemine the degree and kinds of bilingual special education policies and information which has been generated or maintained at the state level, a requests was sent to selected states in the U.S. (21). Of that number twelve responded. Many supplied copies of the information, most of which follows. State plans which were submitted in book form, such as the Fiscal Year 1981 - 1983 SE Plan developed by the Department of Education, Commonwealth of Puerto Rico, were not attched due to their length. Copies of such, however, can be requested.

One of the major concerns expressed by bilingual special educators is the lack of specific/systematic guidelines regarding bilingual special education at the state level. The belief is that policies established at the state level will encourage more effective program implementation at the local levels. Although some states have take the initiative to develop such policies, there appears to still exist a need for all states to develop systematic guidelines. This existence of large numbers of migrant workers and bilinguals may have influenced some states to develop comprehensive guidelines, e.g. the state of New Jersey, but only further research can address the supposition.

The responses to the request for information verifies the need for both continued research and greater involvement at the state level.

April 6 communique sent to the following State Departments of Education

Names taken from NCBE Information Packet (pp. III-29 & 30)

Patricia McLaney
State Dept. of Ed.
Montgomery, AL 36104
205-832-3230

Jane French
State Dept. of Ed.
Pago Pago, American Samoa 96799
(Dial 9-0) 633-4789

Maria Vasquez
Public Instruction
Sacramento, CA 95814
916-445-4036

Dr. Doris A. Woodson
Div. of Spec. Educ'l Progs.
Washington, DC 20004
202-724-4018

Landis B. Stetler
State Dept. of Ed.
Tallahassee, FL 32304
904-488-1570 or 3205

Mrs. Victoria Harper
Dept. of Ed.
Agana, Guam 96910
(Dial 9-0) 772-8300

Mr. Miles S. Kawatachi
State Dept. of Ed.
Honolulu, HI 96804
808-548-6923

Dr. Billie Navarro
Illinois State Board of Ed.
Chicago, IL 60601
312-793-2220

Dr. Henry Smith
State Dept. of Ed.
Baton Rouge, LA 70804
504-342-3641

Dr. David Hayden
State Dept. of Ed.
Baltimore, MD 21240
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Dr. Roger Brown
State Dept. of Ed.
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Dr. Alan Norcott
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Div. of Program Dev.
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Albany, NY 12234
518-474-5548

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State Dept. of Ed.
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Theodore R. Drain
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State Dept. of Ed.
Harrisburg, PA 17126
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Gloria Bermudez de Miranda
Dept. of Ed.
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809-764-1255

Vicki Galloway
State Dept. of Ed.
Columbia, SC 29201
803-758-7432

Don Weston
Texas Education Agency
Austin, TX 78701
512-475-3501 or 3507

Lorrene Logzdon
Dept. of Ed.
St. Thomas, Virgin Islands 08801
809-774-0100, ext. 213

Dr. Victor Contrucci
State Dept. of Public Instruction
Madison, WI 53702
608-266-1649

DGA
DEL GREEN ASSOCIATES, INC.
MANAGEMENT/TECHNICAL CONSULTANTS

April 6, 1983

This communique is a request for your assistance in a project which will greatly benefit educational programming for bilingual handicapped students. But first, some preliminaries:

I am a Senior Associate at Del Green Associates, Inc., and Director of the Bilingual Handicapped Project which is funded by the U.S. Department of Education. A major objective of the Project is to conduct a Comprehensive Review of Research Affecting Educational Programming for Bilingual Handicapped Students. We have already begun the review of literature in the following areas: Demography, Assessment, Teacher Training Programs, Curriculum and Instructional Methods, Cognitive Linguistic Development, Ethnography and Parent Education, and Public Policy Impacting Educational Programming.

We have requested and received support from numerous professionals, agencies and organizations, many of whom have provided us with annotated bibliographies, descriptions of program models, and state and local policy statements. Since your agency has a primary concern for bilingual handicapped students, we would greatly appreciate your also providing us with this kind of information, and any other which you might deem appropriate to the Project. We are aware that a number of projects have been conducted across the country on Bilingual Special Education, but unfortunately all of the available information is not centralized to provide easy access to educators and policy makers. This is what we are attempting to do, with copies of such subsequently being provided to agencies such as yours.

MAIN OFFICE: 220 LINCOLN CENTRE DRIVE, FOSTER CITY, CALIFORNIA 94404 (415) 574-4737
1030 15TH STREET, N.W., SUITE 1025, WASHINGTON, D.C. 20005 (202) 789-0645

I am attaching a copy of the Project Statement for your convenience, which summarizes the concern of DGA and the Department of Education. Should you have any questions regarding the Project or our request, please feel free to contact me immediately.

We would appreciate any information and assistance that you might be able to provide, and look forward to hearing from you very soon.

Respectfully,

Jessie M. Hailey, Project Director
Bilingual Handicapped Project

JMH:mal

Attachment

U.S. DEPARTMENT OF THE INTERIOR

AMERICAN SAMOA GOVERNMENT
PAGO PAGO, AMERICAN SAMOA 96799
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION DIVISION

In reply refer to:

May 13, 1983

Jessie M. Hailey, Project Director
Del Green Associates, Inc.
Management/Technical Consultants
220 Lincoln Centre Drive
Foster City, CA. 94404

Dear Mr. Hailey:

Those of us who work in Special Education here in American Samoa are interested in the outcome of your project but I'm afraid we have nothing we can send you. Most of our 200 special education students are bilingual handicapped students. We have classes for moderately to severely handicapped in a central facility and serve mildly handicapped in a resource setting in regular schools. Our curriculum consists of modified stateside special education and regular education curriculums and some locally developed assessment instruments. Although we probably have some unique and interesting bits and pieces, we do not have anything packaged so that we can share it.

Sincerely,

Jane French

Jane French
Acting Program Director
Special Education Division

**Illinois
State Board of
Education**

100 North First Street
Springfield, Illinois 62777
217/782-4321

Edward Copeland, Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

May 3, 1983

Ms. Jessie M. Hailey
Project Director
Bilingual Handicapped Project
1030 15th Street, N.W., Suite 1025
Washington, D.C. 20005

Dear Ms. Jessie Hailey:

In response to your request for our assistance in providing you with information on various aspects of services provided to bilingual handicapped students in Illinois, we can send you some of our own information, as well as refer you to several other persons who we feel can best provide you with the kind of information you are looking for.

For annotated bibliographies on the subject, we suggest that you contact the following if you have not already done so:

National Clearinghouse for Bilingual Education
1555 Wilson Boulevard, Suite 605
Rosslyn, Virginia 22209
(with particular reference to the publication Special Education Needs in Bilingual Education Programs by Virginia Bergin)

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091 attention: Dr. Phil Chinn
(this is the same location as the ERIC Clearinghouse for Handicapped and Gifted)

The Bilingual Education Service Center
500 S. Dwyer
Arlington Heights, Illinois 60005
attention: Ms. Nancy Dew

BUENO MUSEP
School of Education
University of Colorado
Boulder, Colorado 80309
attention: Dr. Leonard Baca

MAY 5 REC'D

188 West Randolph
Chicago Illinois 60601
312/793-2220

Southern Illinois Regional Office
First Bank and Trust Building
Suite 214, 123 South 10th Street
Mt. Vernon, Illinois 62864
618/242-1676

An Equal Opportunity/Affirmative Action Employer

With regard to special programs already in existence, we know of three school districts in Illinois which claim they have designed unique programs to serve handicapped LEP students. In order to obtain the best description of those services and any possible local district policies on the subject, we suggest that you contact them as follows:

Ms. Gloria Johnston, Director of Bilingual Education
Elgin School District
4 South Gifford Street
Elgin, IL 60120

Mr. Roger Wagner, Director of Special Education
Elgin School District
4 South Gifford Street
Elgin, IL 60120

Ms. Marlene Kamm, Director of Bilingual Education
Waukegan School District
1201 North Sheridan Road
Waukegan, IL 60085

Mr. William Vickers, Director of Special Education
Waukegan School District
1201 North Sheridan Road
Waukegan, IL 60085

Mrs. Lourdes Travieso-Parker, Director of Bilingual Education
Chicago Board of Education
228 N. La Salle Street
Chicago, IL 60601

Dr. Theodore Lewis, Director of Special Education
Chicago Board of Education
228 N. La Salle Street
Chicago, IL 60601

A fourth school district, Rockford School District 205 is currently developing procedures for LEP students who are in need of special education services. Please direct your questions to the following persons:

Ms. Sylvia Vela
Bilingual Program Director
Rockford School District 205
201 South Madison
Rockford, IL 61101

Mr. David Rehnberg
Director of Special Education
Rockford School District
201 South Madison
Rockford, IL 61101

Nancy Dew worked on a teacher training project in the field of bilingual special education two years ago. You might find a description of those services appropriate for your study. Our office has written a proposal for joint bilingual/special education training of personnel working in those two respective departments of the state education agency. If that kind of information would be pertinent to your project we would be happy to submit a copy of it to you.

Although there is no state policy on this, the Illinois State Board of Education has the following statements which impact on the provision of appropriate educational services to the limited English proficient students who are handicapped:

1. Rules and Regulations for Transitional Bilingual Education
2. Rules and Regulations to Govern the Administration and Operation of Special Education
3. Goals Statement
4. Constitution of the State of Illinois

Enclosed are pertinent portions of these documents.

We hope this information is helpful to you. If we can assist you with anything else in this project, please contact us again at the Chicago office.

Sincerely,

Billie Navarro

Billie Navarro
Education Specialist
Transitional Bilingual Education

BN:ln

Enclosures

Rules and Regulations for Transitional Bilingual Education

1.06 **CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY** means children who

a) were born in a country whose native tongue is a language other than English and

b) who are presently unable to perform successfully in classes in which instruction is given solely in English; and

c) children who were born in the United States of parents possessing limited English-speaking fluency and who are presently unable to perform sucessfully in classes in which instruction is given only in English.

1.08 **PROGRAM IN TRANSITIONAL BILINGUAL EDUCATION** shall be defined as a program of instruction

1) in all those courses or subjects which a child is required by law to receive and which are required by the child's school district which shall be given in the native language of the children of limited English-speaking fluency who are enrolled in the program, and in English, and

2) in the language arts of the native language of the children of limited English-speaking fluency who are enrolled in the program and in aural comprehension, speaking, reading, and writing of English, and

3) in the history and culture of the country, territory and geographic area which is the native land of the children or of the parents of children or of the parents of children of limited English-speaking fluency who are enrolled in the program and in the history and culture of the United States.

No program may provide less than 90 minutes of instruction daily through the native language of the students enrolled in the program.

6.02 It shall be the duty of each school district conducting a census to use its best efforts in seeking out unenrolled children believed to be of limited English-speaking fluency resident within such district but who are not enrolled in a private school within the district.

RULES and REGULATIONS to GOVERN the ADMINISTRATION and OPERATION of SPECIAL EDUCATION

1.18
Supportive Services

shall be defined as those activities supplemental to the standard or special program, which serve to facilitate the child's educational development. These activities include:

1. evaluation services
2. specialized instructional services which are in addition to the standard program and which are provided to the child for less than 50% of his/her school day
3. therapeutic services
4. consultation services.

2.04
The local school district shall be responsible for ensuring that those children who require special education services enjoy rights and privileges equal to those of all other children.

1. No exceptional child between the ages of three and twenty-one may be permanently excluded from the public schools, either by direct action by the board of education, by indication of the district's inability to provide an educational program, or by informal agreement between parents and the school district to allow the child to remain at home without an educational program.

4.01
Special education instructional programs shall be designed in direct response to the educational needs of exceptional children.

1. Specific types of instructional programs may be formulated according to common exceptional characteristics of the students, or, for students with differing exceptional characteristics:
    a. Instructional programs formulated according to common exceptional characteristics of the students shall be in accord with those characteristics described in rule 9.16
    b. Instructional programs which group students with differing exceptional characteristics shall be formulated only under the following circumstances:
        (1) The students are grouped in relation to a common educational need, or
        (2) The program can be completely individualized, and
        (3) The teacher is qualified to plan and provide an appropriate educational program for each student in the group.

9.01
Each local school district shall develop and implement procedures for creating public awareness of special education programs and for advising parents of the rights of exceptional children.

1. All such procedures shall assure that information regarding special education programs and the rights of exceptional children is made available in each of the major languages represented in the district and in phrases which will be understandable to parents, regardless of ethnic or cultural background.

9.02
Each local school district shall be responsible for actively seeking out and identifying all exceptional children in the district who are between the ages of 3 and 21. Procedures developed to fulfill this responsibility shall include but not be limited to:

1. An annual screening of children between the ages of 3 and 5, to identify those who may need special education.

2. Hearing and vision screening at regular intervals during the child's school career (see Illinois Revised Statutes, Chapter 23, Paragraphs 2331 through 2337, and Chapter 122, Section 27-8).

3. Speech and language screening of each child upon initial enrollment in a public school district in Illinois.

9.04
All written notices required by these regulations shall be in English, and in the language normally spoken by the parents if it is other than English.

9.08
Before a child is given a case study evaluation, the local school district shall be responsible for determining the child's language use pattern, mode of communication, and cultural background.

1. Determination of the child's language use pattern and cultural background shall be made by determining the language(s) spoken in the child's home and the language(s) used most comfortably and frequently by the child.

2. Determination of the child's mode of communication shall be made by assessing the extent to which the child uses expressive language and the use he or she makes of other modes of communication (e.g., gestures, signing, unstructured sounds) as a substitute for expressive language.

3. The child's language use pattern, proficiency in English, mode of communication and cultural background shall be noted in the child's temporary student records.

BEST COPY AVAILABLE

9.11
Each case study evaluation shall be conducted so as to assure that it is linguistically, culturally, racially, and sexually nondiscriminatory.

1. The language(s) used to evaluate a child shall be consistent with the child's language use pattern. (See Rule 9.08) If the language use pattern involves two or more languages, the child shall be evaluated using each of the languages used by the child.

2. Psychological evaluation of a child shall be performed by a certified school psychologist who has demonstrated competencies in, and knowledge of, the language and culture of the child.

   a. If documented efforts to locate and secure services from such a psychologist are unsuccessful, the district may employ a qualified psychologist who has demonstrated competencies in, and knowledge of, the language and culture of the child; this person may act as a consultant to the district's certified school psychologist performing the evaluation
   b. The district having exhausted all other alternatives and not securing the services of either a certified school psychologist or a qualified psychologist who has demonstrated competencies in, and knowledge of, the language and culture of the child, the certified school psychologist regularly employed by the district shall conduct assessment procedures which do not depend upon language, or utilize the services of an interpreter. Any special education placement resulting from such alternative procedures shall be reviewed at regular intervals until the child acquires a predominantly English language use pattern which will assure that a psychological evaluation given by a certified school psychologist will not be discriminatory or until the need for special education is substantially verified.

3. Tests given to a child whose primary language is other than English shall be relevent, to the maximum extent possible, to his or her culture.

4. If the child's receptive and/or expressive communication skills are impaired due to hearing and/or language deficits, the district shall utilize test instruments and procedures which do not stress spoken language and one of the following:

   a. Visual communication techniques in addition to auditory techniques
   b. An interpreter to assist the evaluative personnel with language and testing.

9.15
Upon completion of a comprehensive case study evaluation (See Rule 9.09.3) one or more multidisciplinary staff conference shall be convened.

1. ~~Participants in these conferences shall include appropriate representatives of the child's home school, the special education director or designee, all those school personnel involved in the evaluation of the child, other persons having significant information regarding the child, those persons who may become responsible for providing the special education program or service to the child.~~

2. The parents of the child shall be notified of the time and place of the conference at which the educational plan for their child will be developed, and invited to attend and participate in the staff conference.

   a. If the language normally spoken by the parents is other than English or if the parents are deaf, the district shall make available to the parents an interpreter who can help them to understand and participate in the staff conference.

9.07
(If the parents object to a proposed case study evaluation by refusing to sign consent, and such objection is not resolved by a conference with the parents, the district may request an impartial due process hearing.)

10.04
Within five (5) school days of the request for a hearing, the local school district shall:

1. Send a certified letter to the Illinois Office of Education requesting the appointment of an impartial hearing officer. This letter shall include: the name, address, and telephone number of the child and parents and of the person making the request for the hearing, if it is someone other than the child or parents; the date on which the request for the hearing was received by the local school district; the nature of the controversy to be resolved; and the primary language spoken by the parents and the child.

10.09
The hearing officer shall preside at the hearing and conduct the proceedings in a fair, impartial, and orderly manner.

1. At all stages of the hearing, the hearing officer shall require that interpreters be made available by the local school district for persons who are deaf or for persons whose normally spoken language is other than English.

10.15

Within ten (10) school days after the conclusion of the hearing, the hearing officer shall issue findings and recommendations, by certified mail, to the district and parents.

1. The findings and recommendations shall be in English and in the language noramlly spoken by the parents if it is other than English.

10.21

Copies of the decision of the State Superintendent of Education shall be sent by certified mail to the local school district and the parents. The decision shall be given in English and in the language normally spoken by the parents if it is other than English.

11.02

The local school district shall make all reasonable attempts to contact the parents of the child who has been referred. If the parent is unavailable or inaccessible and the local school district has reason to believe that a child advocate is needed, the request for the appointment of such a person shall be sent to the Illinois Office of Education, Legal Division, Springfield.

1. The local school district shall provide documentation of their efforts to contact the parents.
2. The local school district shall provide information on the racial, linguistic and cultural background of the child whose parents are unavailable or inaccessible.

11.03

Within five (5) school days of receipt of the request for the appointment of a child advocate, the State Superintendent of Education shall consider the request. If the State Superintendent of Education decides that a child advocate is required, the Illinois Office of Education shall appoint one or more persons to represent the interests of the child. Such an appointment shall be made not more than ten (10) school days after receipt of the district's request.

1. ~~A child advocate may be any responsible citizen other than an employee of the Illinois Office of Education or the local school district in which the child is enrolled.~~
2. The child advocate must meet the following criteria:
    a. All reasonable attempts shall be made to secure a child advocate whose racial, linguaistic, and cultural background is similar to the child's.
    b. The child advocate must be trained by the Illinois Office of Education.

12.01

Professional and noncertified personnel shall be employed in sufficient numbers and with appropriate qualifications to deliver to each exceptional child resident in the district the special education program necessary.

ILLINOIS STATE BOARD OF EDUCATION GOALS

(Summary)

LEARNER GOALS

Reading and Literacy

Every school system should assure that its students are prepared to leave school with the ability to read, write and speak logically and effectively.

Mathematics and Science

Every school system should assure that students leave school with fundamental skills in arithmetic and metric measurement, and should provide education and training in the sciences as paths to an understanding of themselves and the world they live in, particularly the natural resource and energy issues confronting the nation and the world.

Arts in Education

The arts should be viewed as an integral part of the curriculum and every school system should assure that all students have access to exploration and study of the arts throughout their formal education.

Bilingual Education

School systems should offer high-quality bilingual education to students for whom English is a second language. These students should be encouraged to maintain and improve their language skills in both English and their home languages. Cultural differences must be respected and discriminatory practices avoided.

Adult Education

The State Board of Education will work to help provide education programs for adults which provide the fundamental skills, increase employability, and offer education for the enrichment of life.

Vocational Education

School systems in Illinois should provide vocational counseling and vocational education programs to all who can benefit by such training. These programs should be realistic in light of actual or anticipated opportunities for employment and should be suited to the needs, interests, and abilities of the students.

Special Student Populations

The special education needs of all people must be met. For those with special talents, sufficient challenges are needed. For those with handicapping conditions, special services should be provided.

The principle of least restrictive placement, "mainstreaming" — placing exceptional children with all kinds of students — shall be followed wherever feasible.

Educational Alternatives

The educational system should seek community and professional involvement in the development of alternative teaching and learning programs that recognize individual differences, make effective use of school and community resources, and are easily accessible to all students who would benefit from them.

School systems should also thoroughly explore the potential contribution of alternative programs to reducing the number of truants and dropouts. School systems should combine prevention and diagnostic services with alternative education programs in their efforts to provide more humane treatment of children with difficult personal and family problems.

Student Rights and Responsibilities

Students have rights based on the United States Constitution, and they should have the chance to learn how to exercise them and to learn self-government. The school curriculum should offer an opportunity to learn about the rule of law and a citizen's responsibilities to humanity, the state, and community.

Health and Safety of Students

School systems should provide a comprehensive health and safety program to all students.

ENABLING GOALS

Adequate Finance

The State Board of Education will work toward an equitable distribution of resources designed to provide adequate support for high-quality education programs.

The cost effectiveness of the distributive methods, financial incentives, and grants programs will be periodically evaluated. Every effort shall be made to control or reduce excess costs, and otherwise improve the management of the schools at the state and local levels.

Teacher Education/Certification

High standards for educational personnel shall be pursued through rigorous and appropriate programs of screening, subject matter preparation, and certification.

The State Board of Education shall periodically re-examine and revise or establish new teacher education/certification standards compatible with educational needs.

Employee/Employer Relations

All parties of the educational community shall be encouraged to come together in a harmonious, constructive fashion. Employees must have the opportunity to present their economic concerns, suggestions on educational and professional matters, and grievances to an employer.

The State Board of Education has a responsibility to provide effective leadership for all parties that constitute the educational community. Realizing that conflicts may arise, the Board shall work toward the development of an orderly format and process for resolution of such conflicts.

Elimination of Discrimination

The State Board of Education is committed to desegregation of local school districts. The Board shall pursue this in an affirmative manner, designed to reduce the likelihood of litigation and community disruption and to provide maximum assistance in the desegregation process.

The State Board of Education shall promote sex equity in education. The Board shall seek sex equity for students in regular and extracurricular school programs and in the employment of educational personnel.

The State Board of Education will seek continued progress toward assuring that all positions in education are filled in a manner which gives all people an equal opportunity for recruitment and promotion.

The State Board of Education shall strive to ensure that access to school programs shall be available to all students on the basis of their interest and ability to benefit.

GOVERNANCE GOALS

Communications

In order to adequately determine policies and to stay alert to public needs, the State Board of Education shall set hearings, use questionnaires, and create other ways in which to ascertain the educational requests and needs of the citizens of Illinois.

The Board is committed to working in concert with the various publics, educational groups, the General Assembly, and the Governor. A program of full communications with the public shall be maintained.

Service

The State Board of Education will maintain services responsive to the needs of schools, the public, and all levels of government for information and other assistance designed to enhance the education of students.

Energy

The State Board of Education will seek an adequate supply of energy for all schools and will work closely with school districts to develop energy-saving programs.

Coordination with Local School Districts

The State Board of Education shall work closely with local school districts in developing and evaluating state-level policies and coordinating the development of other statewide efforts with local districts.

Simplified Reporting System

The State Board of Education shall work toward simplifying and reducing reporting requirements to the greatest extent possible.

Evaluation of the State Board of Education

The State Board of Education shall periodically assess the accomplishment of its goals and policies, the effectiveness of its structure and the performance of the State Superintendent.

Affirmative Action

The State Board of Education shall ensure that its staff positions are filled in a manner giving all people equal opportunity for recruitment and promotion.

The Board shall take action to employ staff at all levels so that the representation of minorities and women closely reflects that of the overall population.

Enrollments

The State Board of Education shall assist local districts in dealing with problems and opportunities that may be created by changing enrollments.

District/Regional Organization

The State Board of Education shall actively promote the formation or consolidation of districts and regions of sufficient size to secure the resources needed to provide a comprehensive quality program.

The Illinois State Board of Education clearly recognizes that the Goals as established and set forth by the Board are those which will be ideally achieved only through shared problem solving with local school boards. The State Board's Goals are not intended to circumvent decision making of local school districts, rather to provide assistance in insuring that the educational needs of all students within the state are met. The Illinois State Board of Education recognizes the need for constant reassessment of these goals.

Condensed from State Board of Education Goals Statement, Revised February 14, 1980

Constitution of the State of Illinois

ARTICLE X
Education

Section 1. GOAL—FREE SCHOOLS

A fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities.

The State shall provide for an efficient system of high quality public educational institutions and services. Education in public schools through the secondary level shall be free. There may be such other free education as the General Assembly provides by law.

The State has the primary responsibility for financing the system of public education.

STATE BOARD OF EDUCATION PRIORITIES

The fundamental belief that society and all who learn must be provided with no less than a high-quality, fully integrated educational system is basic to all policies and goals developed by the Illinois State Board of Education.

What is a high-quality, fully integrated system? The Board believes it is one in which there is accountability for the resources allocated for education. It is one in which all persons, regardless of race, creed, sex, ethnic origin, age, or handicap, have equal opportunity and can work harmoniously together. It is one in which segregated pockets are eliminated, and it is a system which provides multicultural programs which are based on the ethnic heritages of our people. Further, such a system is one in which the educational program is balanced and comprehensive, where each program area is given full attention.

A high-quality, fully integrated system must provide a setting that accepts all students as equal in terms of individual worth and dignity, while at the same time recognizing and respecting individual differences and providing for them in the instructional program. The system then gives each child a chance to develop to his or her maximum capacity by recognizing the power of motivation for effective learning — motivation of the learner. Curriculum should reflect this and the total setting should be positive, encouraging development of good interpersonal relationships.

Absolutely imperative to all educational programs are strong emphases on improving reading and literacy, helping those with different languages to cope with the necessity to communicate in English in the United States, and providing educational opportunities for all ages. These are among the survival skills of life.

Vocational education and career education programs should be treated with importance. Schooling to prepare a person for the world of work is often looked down upon by many. The handicapped, the gifted, and the creative must be provided appropriate programs.

The Board recognizes the needs of the dropout and the truant. It has concern for student rights and responsibilities. Wherever it can, it must create programs so that individuals come to know and be proud of themselves.

In order to achieve these ends, the Board needs to act so that the schools are adequately financed; so that all parts of the educational community can work harmoniously, even during times of major differences of opinion.

The results of these efforts will be seen in the local schools all over the state. To tie together, to monitor, and to assist the schools, the Board needs to establish and maintain close relationships, easy communication, and effective coordination with local school districts and with citizens throughout the state. The Board will need, systematically and periodically, to evaluate itself with criteria based on the accomplishments of the schools statewide.

The State Board hopes to be of further service to the schools by providing a leadership model in an affirmative program of action for equal rights of minorities and women, by providing technical help in coping with changing school enrollments, and in assisting districts in organizing or reorganizing for the awesome tasks ahead.

Essential to fulfilling the overall goal is the constant reassessment of individual goals through conscientiously hearing out the public and by considering alternative educational solutions to many of society's current problems.

The Illinois State Board of Education staff offer technical and consultative assistance, provide in-service staff training, and oversee direct contractual service grants to local school districts. They are committed to the attainment of the goals adopted by the Board.

In the future as goals are accomplished, new goals will be added. We know that some achievements will be accomplished without specifically being tied to a goal in this document. The citizens in Illinois, however, can be assured that their State Board of Education will approach its defined goals with courage and dedication.

OVERALL COMMITMENT TO CONTINUAL REASSESSMENT OF GOALS

It shall be the responsibility of the State Board of Education to develop statewide educational goals and policy direction. The Board views this responsibility as a continuing process. In the development of the current goals, a review of past activities and accomplishments and public input served as the basis for re-examination.

Future goal statements will continue to be developed with public input and review and will be communicated in a clear and effective manner throughout the state. The goal statements expressed by the State Board will describe in general terms the results the State Board of Education will try to achieve.

CLUSTER: LEARNER GOALS

Learner Principles

The Illinois elementary and secondary educational system must provide each learner with opportunities for becoming proficient in fundamental skills, for acquiring the information and skills needed to practice responsible citizenship and for achieving individual potential.

The responsible exercise of rights by different groups in the school community can elevate and invigorate the entire educational process.

No student can perform as well as possible when that student is not in good health or when the building is unsafe or the learning space is unsuitable to the instruction being offered.

Goals

READING AND LITERACY

Every school system should assure that its students are prepared to leave school with the ability to read, write and speak logically and effectively.

MATHEMATICS AND SCIENCE

Every school system should assure that student leave school with fundamental skills in arithmeti and metric measurement, and should provide education and training in the sciences as paths to a understanding of themselves and the world the live in, particularly the natural resource and energ issues confronting the nation and the world.

ARTS IN EDUCATION

The arts should be viewed as an integral part of th curriculum and every school system should assu that all students have access to exploration and study of the arts throughout their formal education.

BILINGUAL EDUCATION

School systems should offer high-quality bilingual education to students for whom English is a second language. These students should be encouraged to maintain and improve their language skills in both English and their home languages. Cultural differences must be respected and discriminatory practices avoided.

ADULT EDUCATION

The State Board of Education will work to help provide education programs for adults which provide the fundamental skills, increase employability, and offer education for the enrichment of life.

VOCATIONAL EDUCATION

School systems in Illinois should provide vocational counseling and vocational education programs to all who can benefit by such training. These programs should be realistic in light of actual or anticipated opportunities for employment and should be suited to the needs, interests, and abilities of the students.

CAREER EDUCATION

Career education, to provide all students with information and training related to occupations and career options, should be provided at all levels so that in every curriculum area occupations are shown to have an important place in the world.

SPECIAL STUDENT POPULATIONS

The special education needs of all people must be met. For those with special talents, sufficient challenges are needed. For those with handicapping conditions, special services should be provided.

The principle of least restrictive placement, "mainstreaming" — placing exceptional children with all kinds of students — shall be followed wherever feasible.

Continued efforts shall be made to locate, identify and provide services for students who are not currently being served, whether handicapped, gifted, or both.

EDUCATIONAL ALTERNATIVES

The educational system should seek community and professional involvement in the development of alternative teaching and learning programs that recognize individual differences, make effective use of school and community resources, and are easily accessible to all students who would benefit from them.

School systems should also thoroughly explore the potential contribution of alternative programs to reducing the number of truants and dropouts. School systems should combine prevention and diagnostic services with alternative education programs in their efforts to provide more humane treatment of children with difficult personal and family problems.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have rights based on the United States Constitution and they should have the chance to learn how to exercise them and to learn self-government. The school curriculum should offer an opportunity to learn about the rule of law and a citizen's responsibilities to humanity, the state, and community.

HEALTH AND SAFETY OF STUDENTS

School systems should provide a comprehensive health and safety program to all students.

GEORGE R. ARIYOSHI
GOVERNOR

Dr. Donnis H. Thompson
~~CHARLES G. CLARK~~
SUPERINTENDENT

STATE OF HAWAII

DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

FFICE OF INSTRUCTIONAL SERVICES

May 2, 1983

Ms. Jessie M. Hailey, Project Director
Bilingual Handicapped Project
Del Green Associates, Inc.
1030 15th Street, N.W., Suite 540
Washington, D.C. 20005

Dear Ms. Hailey:

In response to your April 6, 1983 letter, I would like to inform you that the Hawaii State Department of Education is currently not engaged in any research project on Bilingual Special Education. Should any such project materialize in the near future, I would be pleased to send you a report on our activities.

I would appreciate receiving a copy of any research findings your project produces. I am sure they would provide us with better insights into the fairly unexplored areas dealing with bilingual special education students.

Very truly yours,

MILES S. KAWATACHI, Director
Special Needs Branch
Office of Instructional Services

MSK:EAW

MAY 6 REC'D

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

ASSISTANT COMMISSIONER FOR
EDUCATION OF CHILDREN
WITH HANDICAPPING CONDITIONS

DIVISION OF DEVELOPMENT SUPPORT SERVICES,
EDUCATION OF HANDICAPPED CHILDREN
Division of Program Development
State Education Bldg. Room 1071
Albany, NY 12234
(518) 474-4132

April 20, 1983

Jessie M. Hailey
Project Director
Bilingual Handicapped Project
Del Green Associates
220 Lincoln Center Drive
Foster City, California 94404

Dear Mr. Hailey:

You recently wrote to the Office for Education of Children with Handicapping Conditions to request information on efforts related to handicapped children with limited English proficiency. Current activities in this area are offered through a statewide network system for persons involved with handicapped children.

The Division of Program Development within OECHC funds and monitors forty-six local centers known as the SETRC (Special Education Training and Resource Centers) system. Each of the centers conducts activities related to objectives formulated through the Division which involve various populations working with handicapped pupils. Activities center on extensive inservice training and information dissemination to parents and professionals throughout the State of New York.

Last year, fourteen centers received funds which were designated for informing special education teachers in areas related to handicapped students with limited English proficiency. Over 500 teachers received training in workshops and inservice courses that totalled 889 hours of instruction on this topic.

For 1982-83, twenty-five of the forty-six centers are currently conducting activities involving parents, special educators and regular educators to improve their knowledge of bilingual handicapped children. More than $100,000 has been allocated to provide inservice training, educational materials and resources and informational brochures to the populations mentioned above.

I have attached a flyer which describes the SETRC system and I have also included a resource list for bilingual special education compiled by this office.

MAY 6 REC'D

Please contact me again if you are in need of further information at (518) 474-4132.

Sincerely,

Lawrence C. Gloeckler
Director

LG:cta
Attachments

INFORMATION AND TRAINING ON THE EDUCATION OF HANDICAPPED CHILDREN

SETRC

DO YOU NEED INFORMATION ABOUT:

- **Managing Behaviors In School Or At Home?**
- **Adapting Curricula Or Environments?**
- **Assessing Student Learning Styles Or Home Teaching Techniques?**
- **The IEP Process, Available Special Programs And Services?**
- **Current Laws And Regulations?**
- **Understanding Disabilities?**

If the answer to one or more of the above questions is yes, contact your local Special Education Training and Resource Center (SETRC) for free assistance. This statewide network administered by the Office for Education of Children with Handicapping Conditions (OECHC) provides local contact points for obtaining resources, information and training related to the education of the handicapped.

A complete list of the addresses and telephone numbers of the centers follows. The map on the back page shows the location of the centers.

SETRC's provide parents, teachers, administrators, Board of Education members, support personnel, agency representatives and interested individuals with information through resources, printed materials and workshop sessions. SETRC trainers develop and present training on specially designed topics based on local needs. These training sessions may be single workshops or more intensive long-term training programs. The professionals at the centers are available on a request basis to consult with educators and parents.

ADDITIONAL INFORMATION AVAILABLE THROUGH THE CENTERS

- Information on current publications and periodicals related to the education of children with handicapping conditions.
- A collection of professional reference materials which are available on loan.
- Information about a collection of more than 300 films on handicapped children which may be borrowed from the State Education Department.
- Information on required screening procedures.
- Information on nonbiased testing.
- Information on requirements for graduation and diplomas.

PERSONNEL AT THE CENTERS PROVIDE TRAINING AND INFORMATION

Each Center has at least one Training Specialist who is an experienced special education teacher/administrator. Many centers are staffed by two or more trainers.

STATE-LEVEL RESOURCES ARE AVAILABLE TO THE CENTERS

- Training for the specialists on materials and methods which may be duplicated locally.
- Training designed to improve skills in conducting workshops.
- Copies of training manuals which are developed/purchased by the Office for Education of Children with Handicapping Conditions.
- State Education Department newsletters, guidelines, handbooks, manuals, fliers.
- Consultation and technical assistance from State Education Department personnel.
- State-approved training to specific populations working with the handicapped.

DIRECTORY OF SPECIAL EDUCATION TRAINING AND RESOURCE CENTERS IN NEW YORK STATE

Albany-Schenectady-Schoharie BOCES SETRC
Maywood School
1979 Central Avenue
Albany, New York 12205
(518) 456-9069

Allegany BOCES SETRC
Allegany Educational Center
Angelica Road, R.D. #1
Belmont, New York 14813
(716) 268-5681 Ext. 224

Broome-Delaware-Tioga BOCES SETRC
Upper Glenwood Road
Binghamton, New York 13905
(607) 729-9301 Ext. 362

Buffalo City SETRC
School #75
99 Monroe Street
Buffalo, New York 14206
(716) 856-5595

Cattaraugus-Erie-Wyoming BOCES SETRC
Windfall Road
Box 424-B
Olean, New York 14760
(716) 372-8293

Cayuga County BOCES SETRC
234 South Street Road
Auburn, New York 13021
(315) 253-0361 Ext. 49

Chautauqua County BOCES SETRC
9520 Fredonia Stockton Road
Fredonia, New York 14063
(716) 672-4371 Ext. 278

Clinton-Essex-Warren-Washington BOCES SETRC
Box 455
Plattsburgh, New York 12901
(518) 561-0100

Cortland-Madison BOCES SETRC
McEvoy Education Center
Clinton Avenue Extension
Cortland, New York 13045
(607) 753-9301

Delaware-Chenango SETRC
S.U.N.Y. At Binghamton
Division of Professional Education
Vestal Parkway
Binghamton, New York 13901
(607) 798-6681

Dutchess BOCES SETRC
R.D. #1 Salt Point Turnpike
Box 369
Poughkeepsie, New York 12601
(914) 471-9200 Ext. 42

Erie #1 BOCES SETRC
2 Pleasant Avenue West
Lancaster, NY 14086
(716) 686-2019 or 2082

Erie #2 BOCES SETRC
4071 Hardt Road
Eden, NY 14057
(716) 992-3413

Franklin-Essex-Hamilton BOCES SETRC
Box 28-Special Education Office
Malone, New York 12953
(518) 483-1294

Genesee-Wyoming BOCES SETRC
8250 State Street Road
Batavia, New York 14020
(716) 343-1400 Ext. 294

Greene #2-Delaware-Schoharie-Otsego BOCES SETRC
Rexmere Park
Stamford, New York 12167
(607) 652-7531 Ext. 29

Hamilton-Fulton-Montgomery BOCES SETRC
Fulton-Montgomery Community College
Route 67
Room L210
Johnstown, New York 12095
(518) 762-7754

Herkimer-Fulton-Hamilton-Otsego BOCES SETRC
Gros Blvd.
Herkimer, New York 13350
(315) 867-2082

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES SETRC
Outer Arsenal Street
Watertown, New York 13601
(315) 788-0400

Livingston-Steuben-Wyoming BOCES SETRC
Holcomb Building
Geneseo, New York 14454
(716) 243-5470

Madison-Oneida BOCES SETRC
Spring Road
Verona, New York 13478
(315) 363-8000

Monroe #1 BOCES SETRC
705 Plank Road
Penfield, New York 14526
(716) 671-8614

Monroe-Orleans #2 BOCES SETRC
3599 Big Ridge Road
Spencerport, New York 14559
(716) 352-2443

Nassau County BOCES SETRC
Rosemary Kennedy Center
2850 North Jerusalem Road
Wantagh, New York 11793
(516) 781-4044 Ext. 270-1-2

Oneida-Herkimer-Madison BOCES SETRC
Box 70-Middle Settlement Road
New Hartford, New York 13413
(315) 792-4605 or 792-4614

Onondaga-Madison BOCES SETRC
6820 Thompson Road
Syracuse, New York 13211
(315) 437-0248

Ontario-Seneca-Yates-Cayuga-Wayne BOCES SETRC
Finger Lakes Educational Center
3501 County Road 20
Stanley, New York 14561
(716) 526-6410

Orange-Ulster BOCES SETRC
Gibson Road
Goshen, New York 10924
(914) 294-5431 Ext. 276

Orleans-Niagara BOCES SETRC
3181 Saunders Settlement Road
Sanborn, New York 14132
(716) 731-4176

Oswego BOCES SETRC
County Route 64
Mexico, New York 13114
(315) 963-3094

Rensselaer-Columbia-Greene BOCES SETRC
Green Meadow School
1588 Schuurman Road
Castleton, New York 12033
(518) 477-8741

Rochester City SETRC
Central Administrative Offices
131 West Broad Street
Rochester, New York 14608
(716) 325-4560 Ext. 2710

Rockland BOCES SETRC
61 Parrott Road
West Nyack, New York 10994
(914) 623-3828 Ext. 266

St. Lawrence BOCES SETRC
Outer State Street
Canton, New York 13617
(315) 386-4504

Saratoga-Warren BOCES SETRC
Myers Education Center
Henning Road
Saratoga Springs, New York 12866
(518) 584-3239

Schuyler-Chemung-Tioga BOCES SETRC
431 Philo Road
Elmira, New York 14903
(607) 739-3581 Ext. 323

Steuben-Allegany BOCES SETRC
Wildwood Campus Bldg. #3
North Main Street Extension
Hornell, NY 14843
(607) 324-5893

Suffolk #2 BOCES SETRC
Greene Avenue School
100 Greene Avenue
Sayville, New York 11782
(516) 567-1121

Sullivan BOCES SETRC
Ferndale Loomis Road
Box 391
Liberty, New York 12754
(914) 292-7500

Syracuse City SETRC
Percy Hughes School
345 Jamesville Avenue
Syracuse, New York 13210
(315) 425-4685

Tompkins-Seneca-Tioga BOCES SETRC
555 South Warren Road
Ithaca, New York 14850
(607) 257-1551 Ext. 276

Ulster BOCES SETRC
175 Route 32 North
New Paltz, New York 12561
(914) 255-1402

Washington-Warren-Hamilton-Essex BOCES SETRC
Southern Adirondack Education Center
Dix Avenue
Hudson Falls, New York 12839
(518) 793-7721 Ext. 219

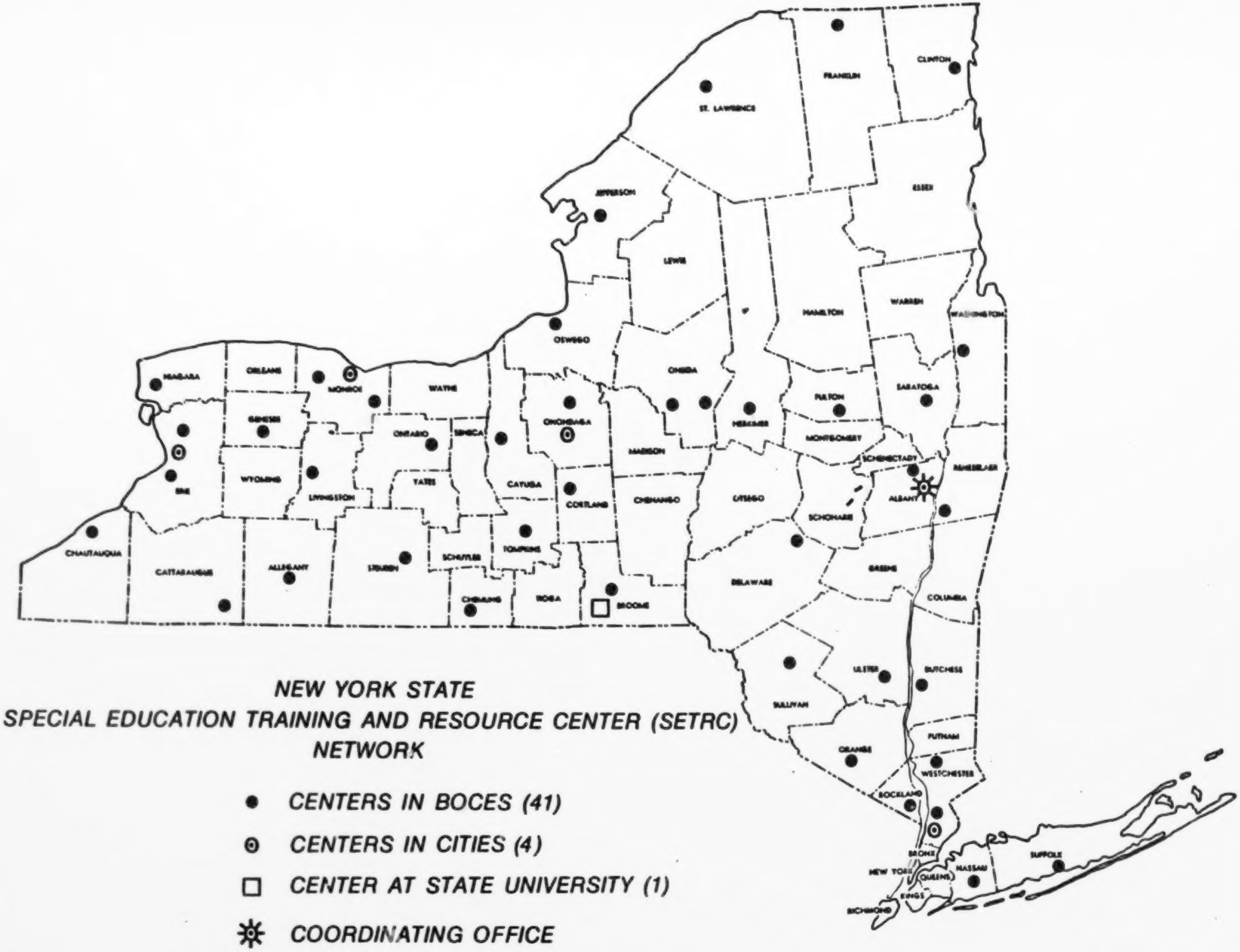
Westchester-Putnam #1 BOCES SETRC
Pinesbridge Road, Walden School
Yorktown Heights, New York 10598
(914) 245-1050 245-2700

Westchester #2 BOCES SETRC
Learning Resource Center
Concord Road
Ardsley, New York 10502
(914) 693-7576

Yonkers City SETRC
School #32 Dexter Road
Yonkers, New York 10701
(914) 963-0592

Coordinating Office

New York State Education Department
Office for Education of Children with
Handicapping Conditions
Division of Program Development
Albany, NY 12234
(518) 474-8917 or 2251


NIAGARA
ORLEANS
MONROE
WAYNE
GENESEE
ERIE
WYOMING
LIVINGSTON
ONTARIO
SENECA
YATES
CAYUGA
ONONDAGA
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SCHOHARIE
GREENE
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DELAWARE
TOMPKINS
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CHAUTAUQUA
CATTARAUGUS
ALLEGANY
STEUBEN
CHEMUNG
TIOGA
BROOME
SULLIVAN
ULSTER
DUTCHESS
PUTNAM
ORANGE
WESTCHESTER
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QUEENS
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NEW YORK STATE
SPECIAL EDUCATION TRAINING AND RESOURCE CENTER (SETRC)
NETWORK

- ● CENTERS IN BOCES (41)
- ⊙ CENTERS IN CITIES (4)
- ☐ CENTER AT STATE UNIVERSITY (1)
- ☼ COORDINATING OFFICE

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office for Education of Children
with Handicapping Conditions
Albany, New York 12234

Reference List for and About the Bilingual Handicapped Population

Prepared by:

Bureau of Program Development Library
Room 1068, Education Bldg. Annex
Albany, New York 12234

BEST COPY AVAILABLE

Spanish Materials

Available on loan from the Bureau of Program Development

"Acta para la Educación de Todos los Niños Impedidos" (L.P. 94-142) translated in Puerto Rico for Southeast Regional Resource Center, Auburn University, Montgomery, AL 36117 (1979)

"Educación Especial" from Información Sobre Educación Especial, Patronato Nacional de Educación Especial Alcalá, 36 Madrid (14) Spain (1968)

"El Derecho de su Niño a una Educación" translated by NYSED Bureau of Bilingual Education for Bureau of Program Development, Room 1061, Education Building Annex, Albany, New York 12234 (1978)

"Entrenamiento del Uso del Baño para los Niños Retrasados" from the Chicago Association for Retarded Children, 343 South Dearborn St., Chicago, IL 60604 (1972)

"Guía Orientadora para los Padres de los Niños con Problemas Especiales Son Iguales a Usted" from the Council for Exceptional Children, 1411 South Jefferson Davis Highway, Arlington, VA 22202 (n.d.)

"Las Direcciones para Llevar a Cabo las Responsabilidades del Comité para los Incapacitados" translated by the NYSED Bureau of Bilingual Education for the Bureau of Program Development, Room 1061, Education Building Annex, Albany, New York 12234 (1978)

"A los Padres de Niños con Necesidades Especiales" from the California Regional Resource Center, University of Southern California, 600 South Commonwealth Ave., Suite 1304, Los Angeles, CA 90005 (1977)

"¿Necesita su Hijo(a) Ayuda Especial en la Escuela?" flier developed by NYSED, Office for Education of Children with Handicapping Conditions, Education Building Annex, Albany, New York 12234 (1976)

"Pasos para Aprender: un Manual para las Personas que Trabajan con Niños Sordo-Ciegos en Establecimientos Residenciales" from Southwestern Regional Deaf-Blind Center (1977)

"¿Tiene su Niño Incapacitado Todo lo que Debe?" flier developed by Office of Mental Retardation and Developmental Disabilities, 44 Holland Avenue, Albany, New York 12229 (1978)

"Trabajando con los Padres de Niños con Impedimientos" by Southwest Educational Development Laboratory for Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (1976)

"Un Libro Bilingüe de Actividades para los Pequeños" by U.S. DHEW, U.S. Govt. Printing Office, Washington, D.C. (1974)

Sources for Further Information

Bilingual Educational Services, Inc.
PO Box 669
1607 Hope Street
South Pasadena, CA 91030
(213) 682-3456 (catalog of materials)

Dissemination and Assessment
Center for Bilingual Education
7703 North Lamar Blvd.
Austin, TX 78752
(512) 458-9131 (catalog of materials)

FOCUS
Educational Testing Service
Princeton, NJ 08540 (Focus: Bilingual Education)

National Clearinghouse
for Bilingual Education
1300 Wilson Blvd.
Suite B 2-11
Roslyn, VA 22209

National Dissemination and Assessment Center
California State University, Los Angeles
[illegible]
Los Angeles, CA 90032
(213) 224-3676 (catalog of Bilingual Resources)

National Network of Development Centers for Bilingual Education

Tupou Pulu
University of Alaska
Rural Education Affairs
2223 Spenard Road
Anchorage, Alaska 99503
(907) 276-0547

Elizabeth M. Antley
University of Arizona
Box 601
College of Education
Tucson, Arizona 85721
(602) 884-3724

Mieko S. Han
Kaufman & Broad Building
Suite 404
10801 National Boulevard
Los Angeles, CA 90064
(213) 474-7173

Linda Wing
Berkeley Unified School District
2168 Shattuck
Berkeley, CA 94704
(415) 848-3199

Roberto Ortiz
California State Polytechnic
University, Pomona
Office of Teacher Preparation
3802 W. Temple Avenue
Pomona, CA 91768
(714) 598-4991

Donald M. Topping, Director
University of Hawaii
c/o Department of ESL
1890 East West Road
Honolulu, Hawaii 96822
(808) 948-8814

New York State Education Department

Bureau of Basic Continuing Education
Room 311, 55 Elk Street
Albany, New York 12234
(518) 474-8940

Bureau of Mass Communications
Room 10A75, Cultural Education Ctr.
Albany, New York 12230

Bureau of Bilingual Education
Room 304, Education Building
Albany, New York 12234
(518) 474-8775

Some Companies Which Produce Bilingual Materials

Instructional Materials

American Bibliographical Center - Clio Press
Riviera Campus
2040 A.P.S., Box 4397
Santa Barbara, CA 93103

Campus Film Distributors Corp.
PO Box 178
Scarsdale, NY 10583

Crane Publishing Company
Dept. T-108
1301 Hamilton Avenue
PO Box 3713
Trenton, NJ 08629

Current Affairs Films
24 Canbury Road
Wilton, CT 06897

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

Educational Activities, Inc.
PO Box 392
Freeport, NY 11520

Educational Design Inc.
47 W. 13th Street
New York, New York 10011

Educational Teaching Aids
159 W. Kinzie Street
Chicago, IL 60610

Great Plains National
Box 80669
Lincoln, Nebraska 68501

Harper and Row, Publishers
Dept. 303
10 East 53rd Street
New York, NY 10022

Learning Resource Center, Inc.
10655 S.W. Greenburg Road
PO Box 23677
Portland, Oregon 97223

McGraw Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Miller-Brody Productions
342 Madison Avenue
New York, NY 10017

National Committee for
Prevention of Child Abuse
Suite 510
111 East Wacker Drive
Chicago, IL 60601

National Easter Seal Society
2023 W. Ogden Avenue
Chicago, IL 60612

[illegible] Films for Learning
5024 Lankershim Blvd.
Dept. 564-D
No. Hollywood, CA 91601

Oxford Films
1136 N. Las Palmas Avenue
Los Angeles, CA 90038

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, NY 10017

Portage Project Materials
CESA #12
412 East Slifer Street
Portage, WI 53901

Q & ED Productions
P.O. Box 1608
Burbank, CA 91507

Scott Resources, Inc.
PO Box 212
1300 Blue Spruce Dr., Suite B
Fort Collins, Colorado 80522

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, Illinois 60606

Testing Materials

The Testing Company
CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Publishers Test Service
2500 Garden Road
Monterey, CA 93940

Michael C Pollack, Ph.D.
PO Box 14671
Baton Rouge, LA 70808

The Psychological Corporation
757 Third Avenue
New York, NY 10017

CONTACT AGENCIES FOR DISTRICT PROVIDING SPECIAL EDUCATION SERVICES TO EXCEPTIONAL BILINGUAL STUDENTS

1. The Council for Exceptional Children
   1920 Association Drive
   Reston, VA 22091
   (703) 620-3660

   Contact: Special Assistant to the Executive Director for Minority Concerns and Development

   Special Services: fact sheets, policy options papers, other special publications, and training institutes

2. National Association for Bilingual Education
   Room 405
   1201 Sixteenth Street, N.W.
   Washington, D.C. 20036
   (202) 822-7870

   Contact: Special Education Special Interest Group (SIG) Chairperson

3. National Clearinghouse for Bilingual Education
   1300 Wilson Boulevard
   Suite B2-11
   Rosslyn, VA 22209
   (800) 336-4560

   Contact: Resource Specialist for Bilingual Special Education

4. ERIC Clearinghouse on Handicapped and Gifted Children
   1920 Association Drive
   Reston, VA 22091

   Special Services: Information services, searches, special publications regarding exceptional bilingual students

5. National Association of State Directors of Special Education (NASDSE)
   1201 Sixteenth Street, N.W.
   Washington, D.C. 20036
   (202) 833-4218

   Special Services: Specialnet communication/information network

6. U.S. Department of Education
   Division of Equity Training and Technical Assistance
   400 Maryland Avenue, S.W.
   Washington, D.C. 20202-6264
   (202) 245-8484

7. Clearinghouse on the Handicapped
Office of Special Education and Rehabilitation Services
U.S. Dept. of Education
330 C Street, S.W., Room 3106
Washington, D.C. 20202
(202) 245-0080

Special
Services: Information Services

8. Closer Look - National Information Center for the Handicapped
Box 1492
Washington, D.C. 20013
(202) 833-4160

Special
Services: Information services

4-22-83:y

RESOURCES FOR THE MULTI-ETHNIC TEACHER

Goodman. Marvelien. Race Awareness in Young Children. 2d ed., New York: Collier, 1964.

Though this book was researched and written over 25 years age, it gives insight and understandings of how racial attitudes begin among children by four years of age.

Grant, Carl, ed. Multicultural Education: Commitments, Issues, and Applications. Washington, D.C.: Association for Supervison and Curriculum Development, 1977.

This collection of pertinent and stimulating pieces on multi-cultural education was compiled by the Association for Supervision and curriculum Development's Multicultural Commision. Articles include anthropological emphasis, focus on language and multi-culturalism, curriculum designs, instructional materials and international dimensions of multi-ethnic education.

Herman, Judith, ed. The Schools and Group Identity. New York: Institute for Pluralism and Group Identity, American Jewish Committee, 1974.

An excellent pamphlet that explains the background of the interest in the new pluralism leading to the passage of the Ethnic Heritage Studies Program Act. Strategies and approaches for ethnic studies in the curriculum are also discussed.

Longstreet, Wilma. Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms. New York: Teachers College Press, 1978.

Longstreet focuses on the linguistic aspects of ethnicity, both verbal and non-verbal, with insightful and useful techniques for teachers. She delineates a new term-scholastic ethnicity. This book has practical ideas and methods for the teacher to understand and deal with ethnic diversity in the classroom and then to use ethnicity as a positive approach to teaching children.

Marden, Charles, and Meyer, Gladys. Minorities in American Life. 4th ed. New York: American Book Company, 1973.

This is a basic text for courses on minorities in American society. It focuses on intergroup relations in the U.S., as well as interactions within minority groups.

New Jersey Education Association. Roots of America. Washington, D.C.: National Education Association, 1976.

A curriculum guide for teachers in ethnic studies at the junior high school level. The result of a Title IX Ethnic Heritage Project, it has been prepared from the work of the Task Force organized by the National Education Association. Valuable information and ideas are presented in this guide.

Peters, Barbara, and Samuels, Victoria, eds. Dialogue on Diversity: A New Agenda for American Women. New York: Institute for Pluralism and Group Identity, 1976.

This outstanding pamphlet examines the intersection of women's concerns and the new ethnicity. The illustrations are striking, and the text is relatively easy reading. Appropriate for use in courses at the high school level as well.

Ramirez, Manuel, and Castaneda, Alfredo. Cultural Democracy, Bicognitive Development and Education. New York: Academic Press, 1974.

Focusing on the teaching and learning problems of Mexican-Americal children, the authors postulate exciting new theories about pluralistic education in a democratic society, based on two very different styles of learning in both children and teachers. They relate these two distinct styles of learning to the current trend of emphasizing right and left hemispheres of the brain in intellectual achievement. Here is an approach to multi-ethnic education that goes beyond bilingualism and just "teaching" the Mexican-American child.

Epstein, Noel. Language, Ethnicity, and the Schools" Policy Alternatives for Bilingual-Bicultural Education. Washington, D.C.: Institute for Educational Leadership, George Washington University, 1977.

A controversial monograph that challenges the current federal policies in bilingual-bicultural education. The author proposes a new approach that he terms affirmative ethnicity.

Fishman, Joshua. Bilingual Education: An International Sociological Perspective. Rowley, Mass.: Newbury House Publishing Company, 1976.

An outstanding synthesis of issues in multi-cultural education with an international perspective. The major author, Joshua Fishman, is one of the world's foremost sociolinguists. His prose is as elegant as the crucial message he brings about pluralism in global society. Unique appendices in this book detail the historical treatment of multi-lingual education in societies around the world and include some thumbnail descriptions of multi-cultural schools in other countries.

Social Science Education Consortium. Materials and Human Resources for Teaching Ethnic Studies: An Annotated Bibliography. Boulder, Colorado: SSEC, 1976.

This annotated bibliography contains over 1,100 entries, including curriculum materials, teacher and student resources, films, listings of ethnic organizations and publishers of ethnic studies materials.

Weinberg, Mayer, A Chance to Learn: The History of Race and Education in the United States. Cambridge: Cambridge University Press, 1977.

In one volume, the history of the education experience of Black, Mexican-American, Native American, and Puerto Rican children in the United States from 1865 to the present. The results of this history show the flagrant neglect by the American majority society of minority populations.

4-22-83:y

Office for Special Services
and State Affairs

Division of Special Education
and Pupil Personnel Services

Webster Building
10th and H Streets, N.W. Washington, D.C. 20001

April 28, 1983

Ms. Jessie M. Hailey
Project Director
Bilingual Handicapped Project
Del Green Associates, Inc.
1030 15th Street, N.W.
Suite 1025
Washington, D.C. 20005

Dear Ms. Hailey:

We are pleased to provide support to your search for data related to Bilingual Special Education. The gathering, consolidation and dissemination of this information is a great challenge and will no doubt contribute to the effective education of this population.

The Board of Education is the State Educational Agency (SEA) for the District of Columbia. The SEA is authorized, with respect to executive agencies providing educational services, to exert general supervision over all special education and related services to handicapped children. The SEA has as a goal the provision of full educational opportunities to all handicapped children, ages birth through twenty-one, within the state.

The District of Columbia Public Schools (DCPS), as an educational agency, maintains a policy of providing a free appropriate public education to all school-age handicapped children.

The DCPS, Division of Special Education and Pupil Personnel Services continually supports bilungual special education programming. One successful approach has been a federally funded three-year (1980-1983) Title VI-D Personnel Preparation Project, Broad Range Inservice Training for Educators (BRITE). A component of Project BRITE was designed to provide special, regular, bilingual and bicultural educators, support staff and parents with skills necessary for comprehensive, systematic, efficient and effective delivery of educational and related services for handicapped children in the District of Columbia. Results of a comprehensive needs assessment were used to develop workshops and technical assistance plans for teachers, support personnel and parents from eighteen (18) DCPS schools. Evaluations and recommendations from this Project will be available in Fall, 1983. We will be happy to share this information with you upon request.

A copy of the bibliography developed for the BRITE Bilingual Component has been included. We hope it may be of some value to you.

Additional information related to bilingual education training needs and planning may be requested from Mr. Marcello Fernandez, Director, Division of Bilingual Education, Gordon School, 35th and T Streets, N.W., Washington, D.C. 20007.

We wish you success in the completion of your project, and look forward to sharing the final product.

Sincerely,

Doris A. Woodson
Assistant Superintendent

DAW:mch

Attachments

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814

Bill Honig
Superintendent
of Public Instruction

April 26, 1983

Jessie M. Hailey, Project Director
Del Green Associates Inc.
1030 15th Street, N.W., Suite 540
Washington D.C. 20005

Dear Mr. Hailey:

In response to your request of April 6, 1983, addressed to Mr. Gordon Duck, I have developed the attached list of resources available that address the topic of bilingual special education. This list includes bibliographic information, resource guides, model programs funded by the Department, and school site programs worthy of further investigation.

Our office is aware of the need for a consolidated source of available information on this topic. Your project addresses a needed area and we would be grateful to review the proceedings upon completion.

If we can be of any further assistance, please contact me at (916) 445-9422, or Penni Foley at (916) 323-4763.

Sincerely,

Maria Vasquez

Maria Vasquez, Consultant
Office of Special Education

MV:clb

Attachment

1.0 Studies Commissioned by the State Department of Education

Belz, Helene Dr. Assess Learning Disabilities in Terms of Cultural Background. Funded by the State Department of Education

Burt, Marina and Dulay Hidi. Testing and Teaching Communicatively Handicapped Hispanic Children, The State of the Art in 1980. Funded By the State Department of Education, October 1980.

Tomey, Stephanie C. A Study of the Effectiveness of Various Non-discrimnatory and Lingustically and Culturally Appropriate Assessment Criteria for Placement of Minority Students in Special Education Programs. Planning Associates, funded by the State Department of Education, November 1980.

Watson, Daniel Dr., Omark, R. Donald Dr. Assessing Bilingual Exceptional Children, Inservice Manual, Los Amigos Research Associates, 1983, developed for the State Department of Education, Office of Special Education.

Watson, Daniel Dr., Crovell, Stephen Dr., Omark, Donald Dr. and Heller, Beatriz Dr. Non-discrimnatory Assessment: Pratitioner's Guide, Vol. I Test Matrix, No. VII.

2.0 Non-discrimnatory Testing Tropical Bibliography (1977, 1978, 1979, 1980)

Baca, Leonard Dr. Bueno Center for Multicultural Education. Bibliography for Bilingual Special Education, Colorado: University of Colorado, 1982.

3.0 Articles and Conference Papers

Baca, Leonard Dr. Bilingual Special Education Teacher Competencies. Paper presented at AACTE's Bilingual Special Education Projects.

Baca, Leonard Dr. Special Educators Comming to Grips with Cultural Diversity. Exceptional Education Quarterly Fall 1981.

Bockmiller, Patricia. Hearing Impaired Children: Learning to read a Second Language. A.AD. October 1981

Cohen, Rosalie Conceptual Styles, Culture Conflict, and Non-verbal Tests of Intelligence. American Anthropologist Vol. 71, 1979

Cortes, Lydia. A Student's Reaction to Bilingual Special Education. CEC International Conference, April 1977

Delgado, Gilbert. Children from Non-Native Homes. A.AD April 1981

Dunn, Lloyd. Special Education for Mildly Retarded -Is Much Justifiable? Exceptional Children, September 1968

3.0 Articles and Conference Papers

Educational Testing Service. Test Collection, Pre-school - grade 3, Spanish speakers grade 7 and Above, Spanish speakers grades 4-6, Princeton, N.J. 08540

Feuerstein, Reuven Dr. "Can Evolving Techniques Better Measure Cognitive Change?" Journal of Special Education, 1980

Figueroa, Richard. Intersection of Special Education and Bilingual Education.

________________ What's Wrong with Standarized Testing? Today's Education. March - April 1977, Vol. 66 No. 2

Grossman, Fred. Cautions in Interpreting WRAT standard Scores as as Criterion Measures of Achievement in Young Children. Psychology in the schools, 1981 Vol. 18 Page 144-146.

Harari,Oren, Covington M. Reaction to Achievements Behavior from a Teacher and Student Perspective: A developmental Analysis. American Educational Research Journal Spring 1981 Vol. 18, No. 1 Pages 15-18.

Lerman, Alan Dr. Improving Services to Hispanics Hearing Impaired Students and their Families. Papers delivered at NABE Conference April 1980.

Payan, Rose Dr. Bilingual/Bicultural Children's Language Disorders. Paper presented at Council for Exceptional Children, New Orleans Conference, Task Force Findings (February 1981).

Presland, John. Educating "Special Care" Children: A review of the Literature. Educational Research Vol. 23 No.1 1980.

Schlon, Patrick. The Effects of the label "Institutionalized" vs. "Regular School Student" on Teacher Expectations. Exceptional Children Vol. 48, No. 4 1982.

Thonis, Eleanor Dr. Beyond the Language Needs of Culturally Different Children. Papers presented at the Council of Expceptional Children, New Orleans, February 1981.

Tibbetts, Terry. Non-Biased Assessment Paraprofessional Guide. Non-published paper, B.A.S.E.

Toit Du M., Brian. Misconstuction and Problems in Communication. American Anthropology Vol. 71, 1969.

Wechsler, David. Concept of Collective Intelligence.

4.0 Studies, Research Projects and Other Documents

Dew, Nancy. Meeting the Needs of Exceptional Children of Limited English Proficiency: A Workshop Series. Illinois Resource Center for Exceptional Bilingual Children, Arlington Heights, Ill. 1982.

Lerman, Alan Dr. Discovering and Meeting the Educational Needs of Hispanic Hearing Impaired Children. Bureau for Physically Handicapped Children, State Department of Education, New York, 1977.

Rodriguez, Ana Marie Dr. A Study of Special Education Services to Limited and Non-English Proficient Students in California. Funded by the State Department of Education, Office of Special Education, San Diego State University, CA 1982.

Saal, Lesser. Improving Bilingual Instruction and Services in Special Schools. New York City Board of Education, Brooklyn N.Y., Office of Education. ERIC 139-893, June 1975.

Sauna, Victor. Bilingual Program for Physically Handicapped Children: School Year 1974-75. New York City Board of Education, Brooklyn N.Y. Office of Educational Evaluation ERIC 137-448, 1975.

Scheuneman, Janice. Ethnic Group Bias in Intelligence Test Items. ERIC 174-627, March 1978.

Weikart, David P. Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children. High/Scope Educational Research Foundation, Vasilanti, Michigan.

5.0 Materials Available from the State Department of Education.

Directory of Personnel Who are Involved in the Assessment of LEP Pupils for Special Education , Developed by Maria Vasquez, Office of Special Education.

Second Language Training Modules. An Approach to Train Psychologist, Speech & Language Specialist, and Other Assessment Personnel in Acquiring a Second Language. Developed by Paul Finkbeiner and Penni Foley, Office of Special Education.

Staff Development, First & Second Language Training Modules (I, II). Developed for the Office of Special Education, contact Penni Foley.

Other Materials

Special Education Terms in Spanish Developed by Dr. Richard Figueroa through the National Hispanic University, Oakland, CA 94606.

State of New Jersey
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
CN 500
TRENTON, NEW JERSEY 08625

April 26, 1983

Mr. Jessie M. Hailey, Project Manager
Bilingual Handicapped Project
DGA Del Green Associates, Inc.
1030 15th Street, N.W.
Suite 1025
Washington, DC 20005

Dear Mr. Hailey:

Your request for materials has been referred to me by Dr. Paul B. Winkler. I hope the attached material will be of value to your purpose.

If I may be of further service, please do not hesitate to call upon me.

Sincerely,

Alan G. Norcott

Alan Gregory Norcott, Ed.D.
Consultant, Dissemination and Development
Branch of Special Education and
Pupil Personnel Services

AGN/mcf

Enclosure (s)

SELF STUDY GUIDE FOR NON-BIASED ASSESSMENT

NEW JERSEY STATE
DEPARTMENT OF EDUCATION

SELF-STUDY GUIDE
FOR
NON-BIASED ASSESSMENT

FRED G. BURKE
COMMISSIONER OF EDUCATION

GUSTAV H. RUH
DEPUTY COMMISSIONER OF EDUCATION

PREPARED UNDER THE DIRECTION OF THE

BUREAU OF PUPIL PERSONNEL SERVICES
DIVISION OF SCHOOL PROGRAMS

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1980

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SECOND PRINTING MARCH 1981

PREFACE

With the advent of PL 94-142 and other federal and state legislation, nonbiased assessment has been highlighted as a major concern. As a result, the New Jersey State Department of Education, Bureau of Pupil Personnel Services and the Northeast Regional Resource Center (NERRC) have been making an ongoing effort to address this issue. This document is a revised edition of the Guide for Nonbiased Assessment originally written in 1975, as the end portion of a Position Statement on Nonbiased Assessment of Culturally Different Children, developed by the Region 9 Task Force on Nonbiased Assessment under the auspices of the NERRC. The guide is a series of approximately 70 questions which can be used by local child study teams as a resource before, during and after the evaluation of referred children.

This guide was developed in response to increased awareness and a need expressed by child study team members now practicing in local school districts.

Many people were instrumental in shaping this guide into its final form. After original revision by a committee of New Jersey State Department of Education personnel and NERRC staff, it was reviewed by other state consultants. Comments were collated and included and s second draft was developed.

Twelve local districts participated as field test centers. They were asked to use a form to comment on the clarity, completeness and usefulness of the guide and then to forward their responses to the committee. The field test centers included rural, suburban and urban, large and small school populations, and varying grade levels from elementary through secondary. Each of the state's four special education regions had school districts participating in the field test.

The guide was developed as a self-study tool for individual practitioners. The goal is for readers to incorporate the concepts into their professional decision-making and eliminate, to the greatest degree possible, bias from their assessments. Use of the guide for monitoring or supervisory activities is not recommended. It might be used to educate those who oversee assessment, but it is rather specific and unwieldly as a review tool. In effect, the process of using the guide is intended to be analogous to the technique of programmed instruction.

ACKNOWLEDGEMENTS

As coordinators of the project, we wish to express our gratitude to the many people who assisted in the development of the guide.

In particular we wish to thank the following New Jersey public school districts that participated in the field test and made valuable contributions to the document.

Camden City
Central Regional High School
Englewood
Glassboro
Hackettstown
Mansfield Township
Mercer County Special Services
Pennsgrove-Carneys Point
Roxbury Township
South Brunswick Township
West Milford

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INTRODUCTION

The guide attempts through a series of questions to call the reader's attention to possible sources of bias in the comprehensive assessment procedure. Beginning when someone considers the possibility that a child has an eduational handicap, the questions move through preparation and assessment, scoring, interpretation, report writing and team decision-making activities. The question format was chosen and the text written in the first person singular to emphasize the individual professional responsibility of each person involved in the special education eligibility decision. Should a child study team review the guide as a group, simple modification of the language can of course be made.

Although bias in assessment is an acknowledged problem affecting children who are members of recognizable ethnic and racial minority groups, it is not with them only that the guide is useful. Some of the most insiduous prejudice that occurs is directed against social or cultural subgroups; the kids from the wrong part of town and the poor of all groups are two obvious examples of this phenomenon. It is on the basis of this belief that the guide is directed to all assessment team professionals regardless of the obvious ethnic make up of the communities in which they work.

The true value of the guide will be felt by those who use it to learn the potential sources of bias through review of a sufficient number of cases. The concepts underlying the guide questions, once integrated into a professional's thinking, become automatic considerations whenever assessment of any child is approached.

A point needs to be emphasized about the questions themselves. It is not expected that simple yes or no answers will satisfy the inquiry about possible bias. If, for example, an assessment team member does not know the answer to a question, the dictates of good professional practice require that this gap in the available information be closed before decision-making proceeds. If, however, the responses to items raise the probability that an alternate assessment approach is desirable, and the professional nonetheless elects not to pursue such an alternative, documentation of that decision is called for. The record of a child thereby would contain specific notation of the decision made and the rationale for that decision, and show that the team member is accepting professional responsibility for the choice of action.

Several different references are made within the guide to the child's language. It is necessary to point out that this variation is not accidental nor are the different terms synonymous. The home language is the one used by the family for everyday communication. Whether the child is able to use another language easily needs to be determined before an assessment is conducted. The critical issue is, of course, whether the younster is sufficiently fluent in English for it to be the language of communication during an assessment.

REFERRAL

1. Is the referral legitimate?
    a. Does the referring agent have a history of over-referral of children from certain social or cultural groups?
    b. Is there supportive documentation of the problem?
    c. Could irrelevant personal characteristics (e.g. sex or attractiveness) of the child have influenced the decision to refer?
    d. Could the referring agent have misinterpreted this child's actions or expressions due to lack of understanding of the cultural differences between himself or herself and the child?
2. Is it possible that the curriculum being used assumes that this child has developed readiness skills at home that in reality he/she hasn't had the opportunity to develop?
3. Has a conference been held between the school staff and the parents to discuss the child's school difficulties?
4. Have this child's parents been informed in writing and by personal contact when necessary, in their dominant language, of the reason for this referral and of their due process rights?
5. Have resource people from the community been used to assist contact with the parents, if necessary?
6. If appropriate, has the student been informed of the reason for referral?
7. Has documented parental permission for the evaluation been obtained?
8. Have the parents been told that they may examine all of their child's school records?
9. Have the parents been informed that the school district will provide an interpreter if necessary?

PREPARATION

1. What special conditions about this child do I need to consider?
   a. What is the language the child uses in school?
   b. In what language(s) is the child proficient?
   c. What is the child's home language?
   d. Do I know about the child's home environment? (e.g. family constellation and social and cultural customs)
   e. Do I understand this child's culture and language so that I can elicit a level of performance which reflects the child's underlying competencies?
   f. Am I making unwarranted assumptions about this child? (e.g. Am I assuming that the child speaks and reads Spanish simply because the child is Puerto Rican?)
   g. What are the child's past educational experiences?
   h. What have been the child's experiences with members of other social or cultural groups?
2. What special considerations do I need to take into account if my personal socio-cultural background is different from that of the child?
   a. How do I feel about this child?
   b. Are my cultural values different from this child's?
   c. Will my attitude unfairly affect this child's performance?
   d. Can I evaluate this child fairly and without prejudice?
   e. If not, should I refer this child to another assessor?
3. How well can I rely on information contained in the child's school records?
   a. Am I familiar with past test instruments used to evaluate this child?
   b. Can I rely on the prior test scores?

ASSESSMENT

1. Have I considered what the best assessment approach is for this child?

2. If I have elected to use standardized instruments, have I considered all of the ramifications?

    a. Am I administering a particular test simply because it is part of THE BATTERY?

    b. Have I reviewed current literature regarding this instrument and its use with culturally different children?

    c. Does the instrument I have chosen include persons in the standardization sample from this child's sociocultural group?

    d. Were there large enough numbers of this child's sociocultural group in the test sample for me to use the norms?

    e. Are norms for various socio-cultural subgroups available?

    f. Does the instrument selected contain illustrations that are misleading, socially or culturally specific, or outdated?

    g. Does the instrument selected employ vocabulary that is colloquial, regional and/or outdated?

3. Has the child been adequately prepared for testing?

4. Are there factors which suggest the need to reschedule this child for evaluation?

5. Could the physical environment of the test setting adversely affect this child's performance?

6. If the child is not proficient in English, have I given instructions in the other language?

7. Have I accurately recorded entire responses to test items so that I might later consider them when interpreting the test scores?

8. Have I observed the child's adaptive behavior in settings other than the classroom?

9. Has information been obtained about the child's social interactions outside the school setting with family members, age peers and others?

10. Has information been obtained about the child's participation in organized community activities?

SCORING AND INTERPRETATION

1. Have I examined each item missed by this child rather than merely looking at the total score?
    a. Is there a pattern to the types of items the child missed?
    b. Are the items missed culturally specific?
2. Have I considered other factors in the interpretation of the child's assessment results?
    a. Have I considered the effect the child's attitude and/or physical condition may have had on performance?
    b. Have I considered the effect that rapport with me may have had on the child's performance?
    c. Have my obersvations of the child's behavior during testing and in the classroom been considered in the interpretation of the test results?
    d. Have I considered the effect that the testing environment may have had on the child's performance?
3. Have I used the adaptive behavior information either to support or to raise questions about the reliability of the standardized test results?

REPORTS

1. Are the reports clearly and simply written and free of jargon so that they can be easily understood by parents and teachers?
2. If appropriate, have the reports been translated into the dominant language of the parents?

TEAM DECISIONS

1. Has there been an integration and cooperative interpretation of all team members' findings into the team's conclusions?

2. Has the team given appropriate consideration to reports which the parents have submitted?

3. Is there a relationship between the socio-cultural group membership of the child and the tema's decisions?

    a. Is there a relationship between the socio-cultural group membership of the child and the classification selected?

    b. Is there a relationship between the child's socio-cultural group membership and the type of placement being recommended?

    c. Is there a relationship between the child's socio-cultural group membership and the types of related services being recommended?

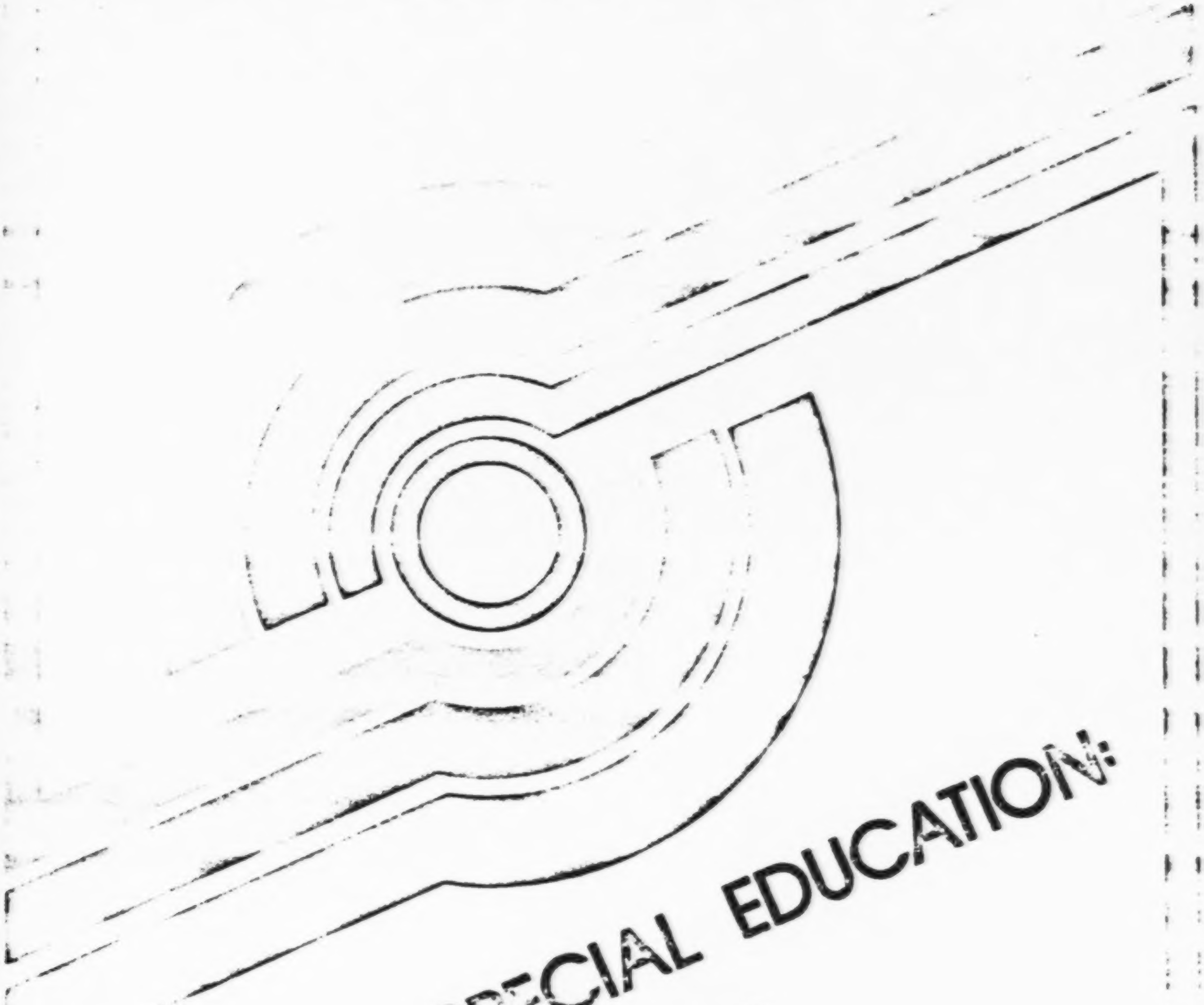
4. Have resource people from the community been used to assist in contacting the parents, if necessary?

5. If necessary, was there a translator available to the parents for the individualized education program planning conference?

6. Has an individualized education program appropriate for this child been developed or is the child being made to fit into an existing program?

7. Has the written individualized education program been translated into the dominant language of the parents?

NEW JERSEY STATE DEPARTMENT OF EDUCATION



BILINGUAL SPECIAL EDUCATION: QUESTIONS AND ANSWERS

BILINGUAL SPECIAL EDUCATION:
QUESTIONS
AND
ANSWERS

GUSTAV H. RUH
Acting Commissioner of Education

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Spring 1982
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INTRODUCTION

This booklet has been prepared to answer many of the questions often raised about special education programs for limited English proficient students by pupil personnel services staff, bilingual program staff, administrators, teachers, and parents. It is felt that the questions and answers provided here clarify the responsibilities districts have in meeting the special learning needs of classified handicapped limited English proficient students. The questions are divided into four categories:

1. Pre-referral, Referral, Evaluation, and Classification Process
2. Bilingual Special Education Programs and Services
3. Certification Requirements
4. Program Administration

I. PRE-REFERRAL, REFERRAL, EVALUATION, AND CLASSIFICATION PROCESS

1. Q. What are some of the special learning problems of a limited English proficient student that would alert a bilingual or regular classroom teacher to initiate a referral to the child study team?

A. A bilingual or regular classroom teacher should initiate a referral to the child study team, if a student exhibits one or more of the following characteristics beyond the range of acceptable variation and appears to adversely affect the pupil's educational performance and/or interpersonal relationships:

- hyperactivity
- perceptual-motor impairments
- emotional instability
- general lack of coordination
- attention disorder such as, distractibility or lack of perseverance
- impulsivity
- memory or thinking disorder
- specific learning disability such as, difficulty in learning to read, write, spell, or master basic arithmetic in the dominant language and English

- difficulty in comprehending or remembering spoken language or articulation problems in the dominant language and English
- equivocal neurological signs

2. Q. Would limited English proficiency, alone, be grounds to begin the referral process?

A. No. Limited English proficiency, alone, would not be a basis for referral, but could be one of the factors considered when reaching a decision to refer a student for comprehensive evaluation.

3. Q. If a student is limited English proficient and it is ascertained that the student has a potential handicapping condition, what is the district's responsibility for evaluating the student?

A. The district must use evaluation procedures which consider the age, the sociocultural background and language abilities of the pupil and which are selected, administered, and interpreted in accordance with standards of good professional practice so as not to be socially or culturally discriminatory.

4. Q. What is the pre-referral, referral, evaluation, and classification process for limited English proficient students?

A. The process for pre-referral, referral, evaluation, and classification is the same for limited English proficient students as for other students. However, the age, the sociocultural background and the dominant language of the student must be taken into account. This process is outlined as follows:

- Pre-referral: Pupils identified as being potentially educationally handicapped are referred to an in-school referral team, usually composed of the school principal, the classroom teacher, the school nurse or other appropriate personnel. This group helps the teacher decide whether the referral process should be initiated.

- Referral: Pupils identified as being potentially educationally handicapped and considered to require services beyond those available within the general education program shall be referred to the basic child study team within 7 calendar days after parental approval has been granted. Referral shall conform to procedures adopted by the local board of education (NJAC 6:28-1.5).

- Comprehensive Evaluation: Following identification and referral of a pupil, a basic child study team shall determine the need for evaluation and shall proceed, if necessary with the required evaluations to determine if the pupil is educationally handicapped and in need of special education and related services (NJAC 6:28-1.6(a)). The purpose of the comprehensive evaluation is to determine (1) the pupil's eligibility for special education and related services and (2) effective intervention strategies to meet the pupil's educational needs.

- Classification: Any pupil possessing a handicapping condition which requires special education and related services shall be appropriately classified. This classification shall be established during a conference attended by the basic child study team and other appropriate professionals. Professional personnel contributing to the classification shall give evidence of having seen the pupil. A school health services specialist shall be available to participate in the discussion of the health appraisal and any findings by other medical specialists (NJAC 6:28-1.7).

5. Q. Are standardized intelligence tests permissable to use in the classification of limited English proficient students?

A. Yes, but tests should not be the only determinant. Predominant weight must be given "to factors other than IQ scores in making classification decisions for children determined to be from backgrounds that are culturally and linguistically different. This does not preclude the use of such tests as a means of gathering important assessment information, but it does prohibit the use of a quantitative score as the major standard for classification" (Commissioner's Memorandum to County Superintendents of Schools, December 30, 1980). Tests that are used should be:

- selected, administered and interpreted in a manner that is not racially or culturally discriminatory
- provided and administered in the student's dominant language (unless it is not feasible to do so)
- validated for the specific purpose for which it is to be used

6. Q. Should the assessment team include a person, experienced in bilingual or ESL education?

A. Sound educational practice would necessitate the participation of a culturally sensitive person on the assessment team, although this is not mandated by law.

7. Q. Should a bilingual or ESL teacher be included on the assessment team?

A. It would be appropriate to have a bilingual or ESL teacher participate on the assessment team when the team is evaluating a limited English proficient child, although this is not mandated by law.

8. Q. How can a district find a bilingual child study team member, if there is not already one available in the district?

A. There is a listing in the County Offices of Education and the Regional Offices of Special Education of persons, who by self report, are bilingual and are willing to assist the child study teams. Colleges in the area may also be consulted for assistance by local school districts.

9. Q. Must classified handicapped students, already in programs, be included in the census and language assessment process of the district?

A. Yes. The district shall identify all students who have a native language other than English and determine their English language proficiency by an initial screening process and the administration of an English language proficiency test. This should be completed in accordance with guidelines prescribed by the department (NJAC 6:31-1.2).

10. Q. What involvement should parents have in the referral, assessment, and classification of limited English proficient students?

A. Parents should be involved in all aspects of referral and classification as mandated in NJAC 6:28-1.1 et seq. Information for parents must be written in the native language of the home unless this places an "unreasonable burden" upon the district (NJAC 6:28-1.5 and 1.9). The district also must ensure that parents understand the proceedings at meetings, including arranging for interpreters for parents whose native language is other than English (NJAC 6:28-1.8 (h)).

II. BILINGUAL SPECIAL EDUCATION PROGRAMS AND SERVICES

1. Q. What are the state requirements for providing bilingual special education programs to limited English proficient students?

A. Each educationally handicapped pupil shall be provided a special education program and services according to how the pupil can best achieve success in learning, including related services specified in the pupil's individualized education program (NJAC 6:28-2.1). Classified handicapped students of limited English proficiency should receive services that address all their needs.

2. Q. Are there any federal regulations that mandate bilingual special education programs?

A. Yes. The Education for All Handicapped Children Act of 1975, Public Law 94-142, states that all handicapped children must have available to them "a free appropriate public education which emphasizes special education and related services designed to meet their unique needs". A free appropriate public education means special education and related services which:

- have been provided at public expense, under public supervision and direction, and without charge
- meet the standard of the state educational agency
- include an appropriate pre-school, elementary, or secondary school education in the state involved
- are provided in conformity with the individualized education program

3. Q. What services should be provided to classified handicapped limited English proficient students?

A. All services available to any classified handicapped student should also be offered to a classified handicapped limited English proficient student. Services could include transportation and such developmental, corrective, social and other supportive services as are required to assist a handicapped pupil to benefit from a free and appropriate education (NJAC

6:28-1.2). In addition, consideration must be given to the language needs of the student by providing instruction in the dominant language.

4. Q. Must bilingual and ESL instruction be provided to classified handicapped limited English proficient students?

A. If the child study team determines that bilingual or ESL instruction is necessary, then, regardless of the numbers of limited English proficient students, the appropriate services inside or outside of the district would have to be provided (NJAC 6:28-1.8).

5. Q. In what language must programs be provided to classified handicapped limited English proficient students?

A. The child study team with assistance from bilingual personnel determines the language of instruction for classified handicapped limited English proficient students. The following should be reviewed:

- the results of the English language proficiency test
- the results of the assessment to determine language dominance
- the classification and placement of the student

6. Q. What programs and/or services take precedence for a classified handicapped limited English proficient student?

A. Mandated special education and bilingual education programs as outlined in NJAC 6:28-2.1 and NJAC 6:31-1.3 and 1.4 must be provided to eligible students. Other services, such as basic skills and vocational education, should be provided as stated in a student's individual educational program (IEP).

7. Q. Must classified handicapped limited English proficient students meet state and local graduation requirements?

A. Classified handicapped limited English proficient students, who entered high school beginning in the fall of 1981, must meet all state and local graduation requirements unless exempted in their individualized education programs (IEPs). The IEP must specifically address state and local graduation requirements. Fulfillment of the IEP requirements would qualify a classified student for a state-endorsed diploma.

8. Q. What resources are available to a district needing assistance in bilingual special education?

A. Assistance in program planning, operation, and improvement is coordinated by county child study supervisors. The county staff may refer the district to the Branch of Special Education and the Bureau of Bilingual Education, EICs, colleges (Kean College, Bank Street College, Fordham University, Yeshiva University), state and private agencies, and other districts (Union City, Newark) for assistance.

III. CERTIFICATION REQUIREMENTS

1. Q. What certification must teachers who work with classified handicapped limited English proficient students hold?

A. The following outlines the certification requirements:

- All professional personnel serving educationally handicapped students must possess appropriate New Jersey special education certification or licensing required in NJAC 6:28-2.3.

- Bilingual and ESL teachers who work cooperatively with teachers in special class programs must possess appropriate New Jersey bilingual and ESL certification as mandated in NJAC 6:31-1.9.

- Bilingual teachers of the handicapped in special class programs must possess a teacher of the handicapped certificate and a bilingual endorsement.

2. Q. Are appropriately certified teachers available as outlined above?

A. Teachers of the handicapped, as well as bilingual and ESL teachers are available. However, there are limited numbers of bilingual teachers of the handicapped who possess dual certification. Districts should pursue vigorous recruitment efforts or encourage existing staff to look into obtaining all necessary certification.

3. Q. Are substandard certificates available for bilingual teachers of the handicapped?

A. Substandard certificates for bilingual endorsements are being granted. Thus, teachers of the handicapped may qualify for emergency or provisional certification. Bilingual teachers wishing to apply for teacher of the handicapped certification would most likely qualify for substandard certification in this area, should the district express need to the county superintendent.

4. Q. Are teacher training programs available in the bilingual special education area?

A. Many colleges in New Jersey provide course work in special education and bilingual education. A prospective bilingual teacher of the handicapped could take courses offered in both programs and gain eligibility for both certificates. Kean College, in particular, offers an interdisciplinary bilingual special education program, which is designed to increase the skills of teachers to more effectively meet the needs of classified handicapped limited English proficient students.

IV. PROGRAM ADMINISTRATION

1. Q. What funding is available to help districts implement bilingual special education programs?

A. State funding through special education categorical aid is available to limited English proficient students classified as handicapped. Federal funding is available through Public Law 94-142 and Title VII ESEA. Teacher training grants are also available through the Office of Special Education, Department of Education, Washington.

2. Q. Who should be responsible for administering a bilingual special education program?

A. A bilingual special education program should be a component of the district's special education program. Staff members, however, from both bilingual and special education offices should work cooperatively to ensure that the language and learning needs of limited English proficient students are taken into account during referral, assessment, classification, and placement.

3. Q. How does the department ensure that bilingual special education services are provided to eligible students?

A. The department ensures the provision of services through the following:

- Internal Review: Local school districts must establish and implement criteria to evaluate the effectiveness of their programs in conformity with the requirements of NJSA 18A:7A-1 et seq. (NJAC 6:28-2.7).

- External Review: County offices of education provide first-level review of all special education programs. A program review (Level II) conducted by the Branch of Special Education is a further evaluation of the district's compliance with state law and code.

JD/lp/MHD15B

DAVID W. HORNBECK
STATE SUPERINTENDENT

SPECIAL EDUCATION TTY 659-2666*
VOC-REHABILITATION TTY 659-2252*
FOR DEAF ONLY

MARYLAND STATE DEPARTMENT OF EDUCATION
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April 26, 1983

Ms. Jessie M. Hailey
Projector Director
Bilingual Handicapped Project
Del Green Associates, Inc.
1030 15th Street, N.W.
Suite 1025
Washington, DC 20005

Dear Ms. Hailey:

Maryland has only recently begun intense involvement in the area of Bilingual Special Education. I am enclosing a copy of our questionnaire, and a copy of the agenda for a statewide meeting held two weeks ago.

Please keep us informed of any new information you acquire. This is an area of great interest to us.

Sincerely,

David Hayden
Dr. David Hayden, Chief
Information Management Branch
Division of Special Education

DH:smp

Enclosures

"AFFIRMING EQUAL OPPORTUNITY IN PRINCIPLE AND PRACTICE"

MARYLAND DIRECTORY OF BILINGUAL SPECIALISTS FOR SPECIAL EDUCATION AND RELATED SERVICES

Please complete the following information. Please indicate type of certification, indicate language in which you have proficiency, cultures in which you have extensive experience and the type of handicapped children you have worked with as an evaluator or as an interpreter.

Name: ____
First Middle Initial Last
Street Address: ______________________________________
City: ____________ County: ____________ State: ____________ Zip: ______
Home Phone: ( ) ____________ Business Phone: ( ) ____________
Days Available: Mon.___ Tues.___ Wed.___ Thurs.___ Fri.___ Sat.___ Sun.___

1. Please identify the specific area(s) in which you have certification or licensure:

☐ Occupational Therapist
☐ Speech Therapist or Pathologist
☐ Optometrist
☐ Audiologist
☐ Psychiatrist
☐ Ophthalmologist
☐ Orthopedist
☐ General Education Teacher
☐ Physical Therapist
☐ Psychologist
☐ Special Education Teacher
☐ Vocational Evaluator
☐ Counselor
☐ Social Worker
☐ Other

2. Please identify the foreign language and rate yourself as to fluency in specific languages using the following code:

____________	____________	____________
Language	Language	Language
______	______	______
Rating	Rating	Rating

Rating
1. Ability to satisfy routine daily needs.
2. Ability to handle casual conversation.
3. Ability to provide interpretation to nonlingual speaker.
4. Ability to read technical information.
5. Ability to participate in a lively exchange about technical information.

3. Please identify the specific culture and rate your exposure to a specific culture using the following code:

____________	____________	____________
Language	Language	Language
______	______	______
Rating	Rating	Rating

(over)

ASSESSMENT OF BILINGUAL HANDICAPPED STUDENTS MEETING

ANNAPOLIS HOLIDAY INN - APRIL 13, 1983

A.M. SESSION

8:45-9:15	Registration/Coffee and Donuts	
9:15	Welcome Introductions	Martha J. Irvin Assistant State Supt. Division of Special Education
9:30-10:00	Overview of Bilingual Education in Maryland	Ann Beusch Specialist in Foreign Languages, Division of Instruction
10:00-10:30	Discussion of Legal Issues Relating to Bilingual Assessment of Handicapped Students	James Raggio Assistant Attorney General
10:30-11:45	Keynote Speaker "Bilingual/Special Education Assessment"	Penni Foley Program Development Specialist California Department of Education
11:45-1:15	Lunch-On Your Own	

P.M. SESSION

1:15-2:30 SMALL GROUP PRESENTATIONS

.Local Directors of Special Education
.Bilingual Coordinators

"Assessing English Proficiency"

Penni Foley
Program Development Specialist

.Supervisors of School Psychology

"Psychological Evaluation and the Bilingual Student"

Hugo Galindo
Bilingual Psychologist
Washington, D.C.

.Speech Pathologists

"Cultural and Linguistic Considerations In Communication Assessment"

Charles C. Diggs
Director
Speech Language Pathology
Liaison American Speech-Language-Hearing Association

2:30-3:00 Evaluation/Adjournment

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION – EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501–2786

LEONARD J. DE LAYO
SUPERINTENDENT OF PUBLIC INSTRUCTION

April 18, 1983

Jessie M. Hailey, Project Director
Bilingual Handicapped Project
Del Green Associates, Inc.
220 Lincoln Centre Drive
Foster City, California 94404

Dear Mr. Hailey:

In your April 6, 1983 letter, you request information concerning bilingual handicapped students. Enclosed you will find excerpts from New Mexico's Standards for Special Education - July, 1982.

These excerpts apply to the bilingual child. For further clarification, New Mexico does not have a specific area addressing Bilingual Special Education, since all children are served through our standards.

If this office can be of further assistance, do not hesitate to contact me at the address noted above or by calling (505) 827-6541.

Sincerely,

Elie S. Gutierrez

Elie S. Gutierrez, Director
Special Education Unit

ESG:rrr

STANDARDS FOR SPECIAL EDUCATION

July, 1982

INTRODUCTION

The New Mexico constitution requires the establishment of public schools for the education of all school age children. Article XII, Section 1, states:

> *A uniform system of free public schools sufficient for the education of, and open to, all children of school age in the state shall be established and maintained.*

In order to achieve this goal, the New Mexico Constitution created a State Department of Education and a State Board of Education in Article XII, Section 6:

> *The State Board of Education shall determine public school policy and vocational educational policy and shall have control, management and direction of all public schools, pursuant to authority and powers provided by law.*

The responsibilities of the State Board of Education with regard to prescribing standards are outlined in the New Mexico Public School Code (Sections 22-2-6 and 22-13-7A, NMSA, 1978) as follow:

> *Educational Standards——The State Board shall prescribe minimum educational standards for all public schools in the state. A copy of these educational standards shall be furnished by the Department of Education to each local school board. The educational standards shall include minimum standards for the following areas:*
>
> A. *curriculum;*
> B. *organization and administration of education;*
> C. *the keeping of records, other than financial records prescribed by the chief;*
> D. *membership accounting;*
> E. *teacher preparation;*
> F. *the physical condition of public schools and grounds; and*
> G. *educational facilities of public schools including laboratories and libraries.*
>
> *The State Board of Education shall make, adopt and keep current a state plan for special education policy, programs and standards.*

The Public School Code defines the right to education (22-12-4, NMSA, 1978, Supp.):

> *All school age persons in the state shall have a right to a free public education as follows:*
>
> A. *except for school age persons who are detained or enrolled in state institutions other than those school age persons provided for in Subsection C of this section, any school age person shall have a right to attend public school within the school district in which he resides or is present;*
> B. *except as provided in Subsection C of this section, the state institution in which a school age person is detained or enrolled shall be responsible for providing educational services for the school age person; and*
> C. *any school age person who is a client as defined in Section 43-1-3 NMSA 1978 in a state institution under the authority of the secretary of the Health and Environment Department shall have a right to attend public school in the school district in which the institution, in which he is a client, is located if:*
>
> (1) *the school age person has been recommended for placement in a public school by the Educational Appraisal and Review Committee of the district in which the institution is located; or*
> (2) *the school age person has been recommended for placement in a public school as a result of the appeal process as provided in the special education regulations of the State Board of Education.*

The Public School Code defines special education (22-13-6, NMSA, 1978, Supp.):

> A. *"Special education" means the provision of services additional to, supplementary with, or different from those provided in the regular school program by a systematic modification and adaptation of instructional techniques, materials and equipment to meet the needs of exceptional children; and*
> B. *"Exceptional children" means school age persons whose abilities render regular services of the public school to be inconsistent with their educational needs.*

The financing of special education for exceptional children is provided for in the Public School Code (22-8-21, NMSA, 1978) according to the level of special need. The responsibility for special education is detailed in 22-13-5, NMSA, 1978, Supp.

> *The state shall require school districts to provide special education sufficient to meet the needs of all exceptional children unless otherwise provided by law. Regulations and standards shall be developed and established by the State Board of Education for the conduct of special education in the...public school system and in all institutions wholly or partly supported by the state.*

Thereby, these standards, adopted by the State Board of Education, govern the conduct of all special education services in the public schools in New Mexico, in private nonsectarian, nonprofit training centers, in all state institutions under the authority of the Secretary of the Health and Environment Department, in private schools requesting State Board of Education accreditation, and all

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1.0 ORGANIZATION AND ADMINISTRATION

1.1 ESTABLISHMENT OF SERVICES

1.1.1 Local education agencies shall provide special education sufficient to meet the needs of all exceptional children in the manner prescribed by these standards.

1.1.2 Special Education programs shall be established in any single local education agency or jointly between or among agencies with the approval of the local board and upon application of the local superintendent to the State Superintendent of Public Instruction.

1.1.3 Local education agencies are required to establish services for exceptional children from the legal entry age for school through the school year in which the student completes his/her twenty-first (21st) year of age, as established in the Public School Code Section 22-8-2, NMSA, 1978, as amended, or until the completion of a planned course of study, whichever occurs first.

1.2 IDENTIFICATION/LOCATION OF EXCEPTIONAL CHILDREN

1.2.1 Local education agencies shall undertake annually to identify, locate, and evaluate all children within their jurisdiction suspected of being exceptional as follows:

a. Out-of-school child identification:

(1) Establish child-find activities to locate children who are not attending school and who may be exceptional.
(2) Notify the public of the availability of special education services in the local education agency.

b. In-school child identification:

(1) Establish an active system for screening the general school population for possible special needs, including referral for special services.
(2) Establish uniform criteria necessary for the determination of referrals to special education.
(3) Notify parents of the responsibilities of the local education agency with regard to special education services and the availability of impartial hearings.

1.2.2 Local education agencies are required to make, or to obtain from another source, a comprehensive assessment of all the special learning needs of each child referred for a special education evaluation. For eligibility purposes, this may include educational diagnosis, medical evaluations for determining eligibility only, speech and language evaluations, and psychological or other ancillary evaluations established by these standards for each suspected exceptionality.

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1.2.3 The evaluations, as required, shall be at no cost to the child or the family.

1.3 SPECIAL EDUCATION SERVICES

1.3.1 Local education agencies are required to identify the educational, ancillary, and support needs of each exceptional child without regard to whether the agency currently has available the services to meet all identified needs.

1.3.2 In order to be eligible for special education, the child must:

a. Be exceptional as defined in these standards, and
b. Need services additional to or in place of the regular program as determined by the Educational Appraisal and Review Committee.

1.3.3 Special education programs shall be a part of the regular school program and shall be conducted in facilities which meet the particular needs of the exceptional children served therein.

1.3.4 Local education agencies are encouraged to group children by their exceptionality. Combining children of different exceptionalities in a single program is permissible if consistent with the student's individualized educational programs.

1.3.5 Any single or combination of program levels requires the approval of the State Department of Education.

a. PROGRAM LEVEL A

Special Educational Needs—The child's special learning needs do not require a basic modification of the regular curriculum although special instructional techniques or materials may be necessary. Program emphasis is on a resource teacher providing consultation and assistance to the regular teacher, monitoring each student's progress, and making recommendations for program alterations and strategy changes when necessary.

(1) The special education teacher on a regular schedule serves a number of exceptional students in the regular classroom through each child's regular teacher(s).
(2) The special education teacher's active caseload is 10-15.

b. PROGRAM LEVEL A-SPEECH

Special Educational Needs—The child's special learning needs do not require a basic modification of the regular curriculum although special instructional techniques or materials may be necessary.

(1) The speech-language pathologist serves a number of exceptional students directly in the classroom, in a separate setting, or indirectly through each child's regular teacher.
(2) The itinerant speech-language pathologist's active caseload is 30-60. Maximum instructional group size is not to exceed eight (8).

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tion, and adjustment of equipment (if needed). The intervention plan requires the approval of a physician.

d. Educational audiology services [illegible] the services and training necessary for hearing impaired students to [illegible] the maximum use of their residual hearing. Services include continuing responsibility for monitoring hearing aids, classroom acoustics, and amplification equipment.

e. Interpreter services for deaf or hard of hearing students provide visual cueing of orally delivered information in the curricular or non-curricular activities.

f. Orientation and mobility services provide for the development of auditory and kinesthetic awareness, initiation and development of mobility skills, and the use of low vision, tactile, and auditory skills to enhance the visually impaired child's ability to move and function effectively in the environment.

g. Psychological services are provided by a certified psychologist. Therapy is designed to provide direct intervention required to enable a student to benefit from an educational program.

1.4.3 Ancillary service needs must be determined by the Educational Appraisal and Review Committee based on diagnosis and be specified on each child's individualized educational program.

Support services and aids encompass, but are not limited to, high interest-low vocabulary materials, braille or large print materials, readers, three dimensional models, and captioned films, or such items as special bolsters, instructional equipment, low vision aids, amplification or communication systems.

1.5 RANGE OF SERVICES

1.5.1 The local education agency is responsible to ensure that exceptional children have access to a comparable range and quality of curricular offerings and non-curricular [illegible] as are available to children in the regular education program.

1.6 WORK-STUDY PROGRAM

1.6.1 The work-study program combines work and study as a balanced process of education which may be established as an alternative when this type of curriculum is the most beneficial to the student. The work-study program may be made available to any exceptional student who is at least sixteen (16) years of age and is enrolled in a C or D level program. In special cases, students [illegible] and fifteen (15) years of age may participate in a work-study program subject to the conditions of [illegible] of these standards and the New Mexico Labor Code, Sections [illegible] through [illegible], NMSA, 1978. Participation in a work-study program is contingent upon the student meeting the eligibility and placement criteria [illegible] in the appropriate exceptionality section of these standards.

1.6.2 Students enrolled in a work-study program shall receive special education instruction for a minimum of three (3) hours per day.

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already available to the [illegible], e.g., attendance records, district-wide testing, nurses' records.

2.3 REFERRAL FOR SPECIAL [illegible]

2.3.1 Whether from general screening or from direct referral, local education agencies shall maintain a record of the receipt, processing, and disposition of referrals for special education.

2.4 PARENT NOTIFICATION AND CONSENT FOR DIAGNOSIS

2.4.1 At the time notice is given to the parent that a referral for diagnosis has been made:

a. A description of the information used as a basis for the referral must be provided.
b. The parent shall be advised of the nature and type of diagnostic procedures to be used.
c. The parent shall be apprised of the right to examine all relevant records with respect to classification and placement of the child.

2.4.2 Informed written consent of the parents shall precede the initiation of individualized diagnostic evaluations and re-evaluations.

a. Consent shall be obtained at a conference or in a manner mutually convenient to parent and school personnel.
b. Consent shall be in terms and language understandable to the parent.
c. An interpreter shall be provided when needed.
d. The parent shall be notified of the availability of mediation or an impartial hearing to resolve issues regarding the child's identification, evaluation, placement, or service provision.

2.5 PRE-DIAGNOSTIC INFORMATION

2.5.1 The pre-diagnostic collection and analysis of data for children referred for special education evaluation must include:

a. Review of past educational records.
b. Review of school health records.
c. Vision screening, inclusive of distance vision, stereopsis, motility, and color discrimination.
d. Hearing screening, inclusive of puretone audiometric assessment at a hearing level of 25 db at 500, 1000, 2000, 4000, and [illegible] hz. (See *Public School Health Manual*).
e. General Information:
    (1) Case history—educational, family, and medical.
    (2) Language used in the home.
    (3) Language proficiency—(When the child's dominant language is not English, assessment of the child's proficiency in the dominant language shall be made by appropriate personnel or through an interpreter.)
f. Observation of the child.

2.5.2 Referral to appropriate specialists for further evaluation is required when screening tests are failed or physical impairments are suspected.

2.5.3 Screening and testing data used for general purposes may be used as pre-diagnostic data; however, hearing and vision data must be current to within ninety (90) calendar days of the date of the referral for special education.

2.6 DIAGNOSTIC PROCEDURES

indirectly related

2.6.1 The evaluation process for all children must include the specific evaluation criteria requirements for each suspected exceptionality in accordance with Chapters 4.0 through 12.0 of these standards.

2.6.2 Children previously placed in special education programs according to the criteria of the *1976 Special Education Regulations* must meet the eligibility criteria of these standards three years from the effective date of adoption. Children not meeting the eligibility criteria of these standards must be identified during their annual review and an appropriate exit transition plan must be developed and implemented.

2.6.3 Assessment instruments used in meeting the requirements of formal diagnosis, as specified in these standards, must be selected from the approved listing of tests maintained by the State Department of Education, Special Education Unit. Test interpretations may take into account standard error of measurement and inter- and intra-subtest score scatter. The .05 or the .01 level of confidence shall be used in determining significant differences.

2.6.4 Assessment instruments and measures used in formal diagnosis must be administered individually and scored by a certified educational diagnostician, except where these standards specify the use of other professionals.

2.6.5 If supplementary assessment instruments are used, such instruments must be administered by trained personnel and used for the purpose specified by their author/publisher.

2.6.6 The local education agency is responsible for assuring that all pre-diagnostic information is collected prior to the initiation of formal diagnostic assessment. All information and diagnosis must be appropriately sequenced and incorporated into a written summary for presentation to the Educational Appraisal and Review Committee. This includes available or required medical and ancillary service reports.

2.6.7 A parent may request an independent evaluation at public expense if the parent disagrees with the evaluation for special education and ancillary services obtained by the local education agency. Such requests for independent evaluations must be presented to the Educational Appraisal and Review Committee for approval prior to the initiation of the evaluation. If the decision of the Edu-

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cational Appraisal and Review Committee [illegible] that the independent evaluation is not necessary or appropriate, the parent still has the right to an independent evaluation but not at the expense of the local education agency.

2.6.8 Time between the initial referral and placement, if appropriate, in special education shall not exceed [illegible] ([illegible]) [illegible].

2.6.9 The local education agency shall [illegible] sufficient [illegible] personnel to meet the requirements of [illegible].

2.7 LINGUISTIC AND MULTICULTURAL FACTOR

2.7.1 Local education agencies are responsible for conducting nonbiased assessment of children referred for [illegible] evaluation. The selection of assessment instruments and [illegible] procedures shall take into account [illegible] and cultural [illegible].

2.7.2 When a child is not proficient in English, procedures and evaluation materials which allow for maximum [illegible] of the [illegible] shall be used. An evaluator proficient in the child's primary language should be the primary person to evaluate this child. If such personnel are not available, nonverbal tests shall be used; interpreters may be used.

2.8 EDUCATIONAL APPRAISAL AND REVIEW COMMITTEE

The Educational Appraisal and Review Committee is a group of persons responsible to insure that the evaluation and special education placement decisions are in compliance with prescribed standards. Inherent in the decision process is the need for the membership to be knowledgeable about the child. While these standards do not name specific educational personnel to be present, they do intend that the child's teacher (or at the secondary level a representative of the child's teachers) be a member of the committee. For some students, this will be the regular education teacher; for some, the special education teacher; or, for others, representatives of vocational education and special education. The referring and receiving teachers should be in attendance. Adherence to the criteria of least-restrictive-environment must be observed.

2.8.1 Local education agencies shall establish one or more Educational Appraisal and Review Committees, each composed of no fewer than four individuals.

2.8.2 The committee shall meet as a whole and be composed of individuals directly involved with providing educational and ancillary services to the students as well as individuals knowledgeable in diagnosis and program planning for the areas of the child's suspected exceptionalities. A member of the evaluation team (e.g., [illegible] psychologist, audiologist, diagnostician, coordinator of [illegible] process) must be present at the initial placement review. Staff members acquainted with the [illegible] linguistically different child shall serve on the committee when appropriate. The

child's parent shall be invited to participate in all Educational Appraisal and Review Committee meetings.

a. Prior to making program recommendations, the committee is responsible for ensuring that all appropriate evaluation data, inclusive of summary reports from those individuals assessing the child, have been gathered. If data are incomplete, the committee shall request further information.
b. The committee shall state in writing exceptionality determinations consistent with these standards, and identify the special education, ancillary, and support services needed regardless whether such services are available in the school district.
c. The committee shall develop the total service plan of the individualized educational program and review, at least annually, the progress of students enrolled in special education programs and make written recommendations regarding student program continuation, termination, or modification in accordance with the assessed needs.
d. In cases of long-term suspension or expulsion decisions for special education students, the committee shall act in accordance with State Board of Education Regulation No. 81-3 (Rights and Responsibilities of the Public Schools and Public School Students).
e. In all formal transactions, the committee shall summarize in writing the sources of information considered and the rationale for the committee's decisions.

2.9 PROGRAM SELECTION

2.9.1 Placement shall be in a least restrictive educational setting which results in the exceptional child's maximum interaction with non-exceptional children in curricular or non-curricular settings. The degree of interaction must be appropriate to the exceptional child's needs.

2.10 INDIVIDUALIZED EDUCATIONAL PROGRAM

2.10.1 The individualized educational program (IEP) consists of two parts:

a. Total service plan; and
b. Instructional component.

2.10.2 The total service plan of the individualized educational program must be developed by the Educational Appraisal and Review Committee and reviewed by the parent prior to the initiation of special education, ancillary, and support services for a child and must include:

a. Name and birthdate of the student.
b. Date of Educational Appraisal and Review Committee meeting.
c. A summary of the child's present level of functioning.
d. A designation of primary and secondary exceptionalities which qualify the child for special education.
e. Minimum extent to which the child will participate in regular curricular or extra curricular activities with or without

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STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

April 12, 1983

Jessie M. Hailey
Project Director
Bilingual Handicapped Project
Del Green Associates, Inc.
220 Lincoln Centre Drive
Foster City, California 94404

Dear Mr. Hailey:

We are in receipt of your letter regarding programming for bilingual handicapped students. While we have no information to provide at this time, we are extremely interested in your project.

Our population of LEP children in South Carolina is relatively small and scattered and, with the exception of two transitional bilingual programs, is primarily accommodated by supplementary ESL instruction. We have had instances of suspected learning disabilities in non-English-speaking refugee children and have been confronted with problems of accurate diagnosis and instructional adaptation.

We wish you every success with this most worthwhile project and look forward to sharing in the results.

Sincerely,

Vicki Galloway

Vicki Galloway
State Consultant
Foreign Language/International Studies

cc: Carolyn Knight
Chief Supervisor
Office of Programs for the Handicapped

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

April 18, 1983

Mr. Jessie M. Hailey, Project Director
Bilingual Handicapped Project
Del Green Associates, Inc.
1030 15th Street, N.W.
Suite 1025
Washington, D.C. 20005

Dear Mr. Hailey:

Your letter of April 6, 1983, requesting the assistance of this office in the Bilingual Handicapped Project has been received and reviewed.

The Alabama State Department of Education has prepared no official policy statement specifically regarding educational programming for bilingual handicapped students. All Alabama agencies however, do comply with regulations contained in P.L. 94-142, The Education for All Handicapped Children's Act; Alabama Act 106, the Alabama Exceptional Child Education Act; and Alabama Act 688, Amendment to Act 106 which of course would also include bilingually handicapped students.

If this office can be of further assistance, please do not hesitate to contact me.

Sincerely yours,

Patricia H. McLaney, Coordinator
Program for Exceptional Children
and Youth

PHM/jj

cc: Mr. David H. Savage

In approximately 110 LEA's in N.C. there are about 8,500 - 9,000 Limited English Proficient children who represent 67 - cultures

as of May 1983

ON MEETING THE CHALLENGE OF BILINGUAL EDUCATION

When we speak of foreign languages, we often think of languages that are spoken by peoples of distant lands and different cultures. We seldom consider our own (English) as being foreign. However, for approximately four million children enrolled in the public schools of our country, English is a foreign tongue. Moreover, in the majority of our schools, this foreign language -- English -- is the sole medium of instruction. It is easy to overlook the fact that for children of limited English proficiency (LEP) our language can be an impediment to learning. Rather than being a conveyor of information, English becomes a barrier.

Furthermore, when we discuss the existence of linguistic minorities in the United States, our attention often turns to California, to Texas, and perhaps to Lousiana, but rarely to the Southeast, save for Florida, and virtually never to North Carolina. Yet, there are between 7,000 and ~~5,000~~ 7500 children in the public schools of our State, who represent more than 67 cultures, and whose native language is not English.

WHAT OBLIGATION, LEGALLY AND EDUCATIONALLY, HAVE WE TOWARD THESE YOUNGSTERS OF LIMITED PROFICIENCY IN OUR LANGUAGE?

As far back as 1868, the 14th Amendment of our Constitution Provided Equal Opportunity for All Citizens on American soil. The amendment referred to all facets of life, including freedom to worship, opportunity to work, and access to education, among others. However, this general mandate did not result in the eradication of discriminatory practices toward certain minorities.

Almost one century later, Section 601 of the Civil Rights Act of 1964 addressed itself directly to certain types of minorities by Forbidding Discrimination on Account of Race, Color, or National Origin in Any Federally Funded Activity.

This has serious implications in North Carolina where virtually all of our public schools receive federal funds. All or part of these monies can be witheld if administrators engage (intentionally or unintentionally) in practices which do not provide equal access to participation in school programs on account of race, color, or national origin (linguistic heritage). This was the case in four school districts in North Carolina in 1977. Discussion of the question of compliance and ESAA funds on legal hold is included in this article under "How Did Bilingual Education Become An Issue in Our State?"

More specifically, the Department of Health, Education, and Welfare issued a Memorandum in May of 1970 in which it identified the existence of Unequal Access to Participation in School Programs Because of Language. This memorandum was disseminated to all state superintendents in 1970.

Four years later, in 1974, the famous Lau versus Nichols Supreme Court case ruled in favor of 1800 Chinese children who were not receiving equal access to education because of their limited knowledge of English. The Supreme Court ruled that the "equal protection clause" of the 14th Amendment had been violated; that "identity of treatment" (same books, same teachers, and same medium of instruction -- English) was being equated with "equality of treatment"; and that the school district would have to take affirmative steps to prevent the academic retardation of limited English proficiency (LEP) students. However, the court did not specify what steps should be taken to eliminate discriminatory practices against LEP children. Nevertheless, the Lau v. Nichols case was the major forerunner of all cases now being held in connection with attempts to avoid disparate outcomes based on limited English proficiency among children of various national origins.

Following the Lau v. Nichols case, a task force, made up of members of the Office of Civil Rights, drew up a step-by-step approach by which school districts, not providing special programs for LEP children, could comply with the Civil Rights Act of 1964. This step-by-step approach, published in 1975, is entitled "Lau Remedies," and deals directly with all of the components of a bilingual education program. Such programs serve children whose language is other than English, and who are not proficient enough in English to be in the mainstream at the moment that they enroll in our schools.

Legally, we cannot discriminate linguistically against children. Educationally, we are obliged to provide programs for LEP pupils in order to help them remain on an academic par with their English-speaking peers. We have to provide programs which would permit full access to and participation in the regular school program, but which would also recognize and use the LEP child's language and culture to help him/her catch up to and keep up with his/her Anglo classmates. For districts in which there are more than 20 school children (K-12) representing one language group (e.g. Vietnamese), a special program is required. The Office of Civil Rights (OCR) recognizes a bilingual approach as educationally appropriate. Of the ~~4,000~~ to ~~5,000~~ children of limited English proficiency enrolled in North Carolina public schools, approximatelly ~~3,500~~ are in bilingual programs. The remainder are in "English as a Second Language" programs.

7,000 7,500 4,500

WHAT IS BILINGUAL EDUCATION?

The most generally accepted definition (operational) of bilingual education follows:

Definition (Operational)

> ". . .THE USE OF TWO LANGUAGES,
> ONE OF WHICH IS ENGLISH,
> AS MEDIUMS OF INSTRUCTION
> FOR THE SAME PUPIL POPULATION
> IN A WELL-ORGANIZED PROGRAM
> WHICH ENCOMPASSES
> ALL OR PART OF THE CURRICULUM
> AND INCLUDES THE STUDY OF HISTORY AND CULTURE
> ASSOCIATED WITH THE MOTHER TONGUE.
> A COMPLETE PROGRAM DEVELOPS AND MAINTAINS
> THE CHILDREN'S SELF-ESTEEM AND A LEGITIMATE PRIDE
> IN BOTH CULTURES."[1]

---

[1] U.S. OFFICE OF EDUCATION, MANUAL FOR PROJECT APPLICANTS AND GRANTEES.

WHAT ARE THE TYPES OF BILINGUAL EDUCATION PROGRAMS?

There are two (2) major types of bilingual programs: (1) Maintenance (Bilingual/Bicultural) and (2) Transitional. Maintainance bilingual education establishes the development of two languages (native language and English) throughout the educational process (K-12). Transitional Bilingual Education (TBE) provides instruction in and through the student's language until he/she has acquired sufficient proficiency in English to function effectively in an English monolingual setting. Both have the same curricular goals as any regular school program.

Generally, a LEP child is enrolled in the TBE program for approximately three years. During that period of time, this child receives instruction in the required academic subject areas through his/her native language. In addition, he/she receives intensive instruction in English as a Second Language. As the pupil becomes progressively more proficient in English, he/she can receive instruction through English in an increasingly greater number of required subjects. This process, including close monitoring, continues until such time that it is determined, through appropriate standardized tests, that the LEP child is ready to receive instruction in all subjects through the English language. At this point in the process, an enrollee (LEP child) exits the TBE rpogram and enters the regular school program.

WHAT ARE THE SIMILARITIES BETWEEN THE TWO TYPES OF BILINGUAL EDUCATION PROGRAMS?

In addition to having the same educational goals as do regular school programs, both the maintenance and transitional types recognize the need to teach (1) the student's dominant language; (2) content matter through the dominant language; (3) history and cultural heritage of both language groups (e.g. Greek and English); and (4) English as a Second Language. These areas make up the four (4) major components of both types of bilingual programs.

WHAT IS THE BASIC DIFFERENCE BETWEEN THE TWO TYPES OF BILINGUAL EDUCATION PROGRAMS?

The Maintenance approach has as one of its purposes to develop proficiency in both languages and cultures (native and Anglo) throughout the public school years (K-12). The Transitional format, while temporarily providing instruction in and through the child's native language, has as its major objective the development of the child's proficiency in English to the point where all instruction in all subjects can be received through the English language. Regarding the latter format, the child enters, is in transit, and exits. He/she then transfers into the English monolingual setting. At this point, development of the pupil's native language is discontinued in the school setting.

WHAT IS THE CURRENT STATUS OF BILINGUAL EDUCATION IN NORTH CAROLINA?

Currently, there are seven (7) bilingual programs in operation in North Carolina. One (1) of the Maintenance (Bilingual/Bicultural) type, is being implemented on the Cherokee Reservation. The second type -- Transitional Bilingual Education -- is being implemented in the following six (6) school districts:

4,500

Cumberland County, Charlotte/Mecklenburg, Fayetteville, Greensboro, Wake County, and Winston-Salem. These seven programs serve approximately 2500 LEP children who represent the following ten (10) language groups: Cherokee, Vietnamese, Spanish, Korean, German, Greek, Chinese, Arabic, Dutch, and French.

WHY DOES ONE TYPE OF BILINGUAL PROGRAM EXIST IN ONE SCHOOL DISTRICT WHEREAS THE OTHER IS BEING IMPLEMENTED IN SIX DISTRICTS IN NORTH CAROLINA?

Generally, the decision to implement the one over the other is determined by the cultural make-up of the school population and the community. In the case where the school population comes from a culturally homogeneous community, (e.g. predominantly or all Spanish), the maintenance (bilingual/bicultural) format would be appropriate. Moreover, since the goals of bilingual education are the same as those of any regular school program, save for the additional goal of maintaining proficiency in both the native language and English throughout the educational process (K-12), and since resources would be available within the community, this could be the sole district-wide program -- at little extra cost to the district. This educational program would best fit the needs of students and parents who make up a culturally homogeneous community. Therefore, a maintenance bilingual program would be both educationally sound and financially manageable.

However, in school districts across the nation, total cultural homogeneity is virtually non-existent. Consequently, only a handful of the maintenance format exist out of over 700 bilingual programs in the United States. Such is the case in North Carolina. Except for Cherokee, the remaining six districts are made up of as few LEP children as to consist of less than 1% of the total school population. Yet, language group numbers (20 plus) are high enough that school administrators must provide bilingual education. Therefore, where there exists cultural heterogeneity, it is educationally sound to provide the Transitional Format for Limited English Proficiency pupils. However, this is financially difficult, since this program has to be established in addition to the regular school program.

HOW DID BILINGUAL EDUCATION BECOME AN ISSUE IN OUR STATE?

In May of 1977, a number of local school districts were cited for being in non-compliance with Section 185.43 (d) (2) of the Emergency School Aid Act (ESAA) Rules and Regulations and Section 601 of the Civil Rights Act of 1964 for failing to provide services (through bilingual education) to linguistic minority children of limited or no English speaking ability. As a result, their ESAA funds were placed on "legal hold" till such time that compliance plans were drawn up and approved by the Office of Civil Rights (OCR) in Atlanta.

By July, 1977, all of the cited school districts had drawn up compliance plans in which assurance was made that bilingual programs would be implemented sometime in the Fall of 1977. The basic guide utilized by all LEA's was the document entitled Lau Remedies. As the plans were being drawn up, special care was taken to address the major areas enumerated in the Lau Remedies. These main areas (minimal compliance requirements) are: (1)

student identification procedures; (2) language assessment procedures; (3) diagnostic/prescriptive procedures; (4) program selection procedures; and (5) materials, staffing and administrative requirements. All of these school districts opted for the Transitional Bilingual Education format.

WHAT ARE SOME PROBLEMS RELATED TO THE COST OF OPERATING A TRANSITIONAL BILINGUAL PROGRAM?

Although administrators and educators agree that special programs must be implemented on legal and educational grounds, they are also aware that it is costly to operate a transitional bilingual education program. Among others, the following areas can quickly deplete a budget: (1) identifying and assessing LEP children, (2) finding and training teachers and aides who are fluent in the child's language and familiar with his/her culture; (3) purchasing and/or developing teaching materials in the child's language; and (4) servicing pupils who are spread across large geographic areas (in several schools), across grade levels (K-12), and across several language groups. Each of the six school districts serves at least 3 language groups in their transitional bilingual programs. For example, Wake County serves 4 groups and Charlotte/Mecklenburg has 8 language minorities for which it is responsible.

WHAT ARE SOME SOURCES OF FUNDING FOR BILINGUAL EDUCATION PROGRAMS?

1. Title VII. School districts that have bilingual programs can apply for funding under Title VII of the Elementary and Secondary Education Act (ESEA). Funds, determined by the degree of need of a district, are allocated to districts from the Title VII-Bilingual Education-Budget in the Office of Education in Washington, D.C.

2. ESAA. In addition, schools can build a bilingual component into their Emergency School Aid Act (ESAA) proposals, and can thereby obtain some funds for serving LEP children.

3. Title I. A third potential source of funding is Title I, Compensatory Education. Information can be obtained by contacting the Director of the Division of Compensatory Education at the State Department of Public Instruction.

4. IRAA. A fourth possibility for obtaining funds -- stricIty for Indo-Chinese children -- is the Indochinese Refugee Assistance Act which provides $300 per child up to 100 children and $600/child for over 100 Indochinese children in one school district. Again the person to be contacted by local education agency superintendents, is the Director of the Division of Compensatory Education at the Department of Public Instruction in Raleigh.

5. Title IV, Subpart C, Innovative Programs.

6. Title VII funds at State Level. In the Department of Public Instruction, we have a bilingual education coordinator, in the Division of Languages, who receives a certain sum under Title VII for the purpose of coordinating technical assistance to local education agencies who are involved in planning and implementing bilingual programs. These past two years, we

have been granted federal funds in the amounts of $7,425.00 and $5,920.00 respectively. These funds have been used primarily for hiring consultants from our resource centers to provide assistance in proposal writing and conducting teacher-training workshops in the academic subjects and in English as a Second Language (ESL). Within the next two months, we will be hiring resource persons to provide training in programs evaluation, data collection procedures, teacher certification, and competency testing.

WHAT TYPES OF RESOURCE CENTERS ARE AVAILABLE TO SCHOOL DISTRICTS INVOLVED IN BILINGUAL EDUCATION?

A network of 32 bilingual education centers provide training and develop and disseminate materials for federally funded bilingual education projects in local school districts.

The centers, authorized under Title VII of the Elementary and Secondary Education Act, are responsible for serving particular language populations in designated geographic areas. The network is made up of three types of centers: Training Resource Centers (15), Materials Development Centers (14), and Dissemination/Assessment Centers (3).

WHAT TYPE OF ASSISTANCE DO THESE CENTERS PROVIDE?

Training Resource Centers provide assistance to bilingual education teachers in local districts. Such assistance may focus on showing teachers how to utilize bilingual education and ESL techniques and evaluation procedures, for example. North Carolina, among other states in Region IV, is served by the Miami General Assistance Center, and MERIT Center at Temple University in Philadelphia, Pa. We also have a General Assistance Center in the school of Education at East Carolina University. The contact person there is Dr. Clinton Downing, Director.

Materials Development Centers work on curriculum and testing materials to be used in the classroom and on teacher training materials to be used by institutions of higher education. Currently, there are no training programs for certification in bilingual education at any of the colleges or universities in our state.

North Carolina obtains teaching and testing materials in different languages by requesting them from any Materials Development Center in the country that prepares materials for those language groups being served in our state. For example, we serve Spanish children, and we know that Texas, California and Florida, among others, have such centers. For materials in Greek, we can contact the New York Center.

WHY HAVE BILINGUAL EDUCATION?

There are approximately 2500 children in seven (7) of our school districts representing ten (10) language minority groups who are of limited English proficiency. If any given group is represented by 20 or more children, the local education agency is legally obligated to provide bilingual education. In the case where there may be fewer than 20 children who form part of a given language minority, a program must still be provided; it does not have to be a bilingual program. The alternative, in this case, would have to be English as a Second Language (ESL) because this is what the Office of Civil Rights (OCR) presently recognizes as a viable alternative approach for serving language groups that are represented by fewer than 20 school children.

WHAT IS THE LIMITED ENGLISH PROFICIENCY CHILD'S POINT OF VIEW?

Wherever special help is not offered to a limited English speaking child who represents a language minority, this child cannot plan to: (1) be able to understand, speak, read, or write English; (2) bring his/her parents to school because they do not know English, and teachers do not know their language; and (3) experience warm communication with his/her teacher since neither understands the other's language.

On the other hand, this child can plan to: (4) remain at 2 to 5 years below grade level because this is the current status of his/her LEP counterpart across the nation; (5) be miserable because his culture is always wrong; and (6) drop out because his LEP counterpart in this country remains in school on an average of 4.8 years where appropriate programs are not provided. Cognitively and affectively, this is less than desirable.

However, the reverse is true in North Carolina. The administrators and educators in seven of our school districts have shown that they do care about their LEP pupils, and that they do value their languages and cultures by using these to provide instruction in the academic areas. Consequently, these children do have a chance to remain on a par with their English-speaking peers. Implementation of special programs has resulted in telling children that their languages and cultures matter. Therefore, these programs are not only educationally sound, but psychologically and culturally appropriate, as well.

Congratulations are in order to the seven school district administrators, bilingual directors/coordinators, teachers, aides and parents of all our limited English proficiency children.

L. Gerard Toussaint
Bilingual Education Coordinator
North Carolina Department of
Public Instruction

I. Administrative Considerations

SECTION I

I. ADMINISTRATIVE CONSIDERATIONS

Objective: To provide the framework for equal access to educational opportunity in a warm accepting atmosphere for children who know too little English to benefit from the regular school program.

A. Identification and Placement of Target Students

1. Unidentified Bilinguals -- Students who may have been in English-dominant classrooms for years as less-than-successful learners who have not been identified as having limited proficiency in English since they understand and speak "survival" English fairly well, but not "academic" English, and use a language other than English when not in school.

    a. Administer Phase I assessment procedure to all students (see Appendix A).

    b. Interview all bilinguals identified in Phase I assessment, using Phase II interview form (see Appendix B). Ideally, this would be administered by a culturally and linguistically proficient interviewer.

    c. Arrange administration of diagnostic assessment device in English and native language if available. Seek assistance of school psychometrist, if available, in administration and interpretation of tests. If a test is not available in the child's native language, a native speaker of the language would be helpful working with the child's teacher in diagnosing instructional needs.

    d. If Phase II interview with the child and/or assessment indicates special instructional needs, arrange a conference with child's current teacher(s), parents (sponsors) and guidance counselors and/or psychometrist to prescribe program of instruction.

2. Newly-Arrived Limited-English Proficiency Students -- Foreign nationals who are immediately recognized as unable to use sufficient English to cope successfully in the English-dominant classroom.
NOTE: You may be called in advance by a sponsor or social worker and informed of their arrival in the area or the sponsor, social worker, and/or parents and perspective students may come unannounced to be enrolled in school.

It is helpful to crossfile student location cards, one by the student's individual given name and one with the family name. Always circle or underline the name by which each student and parent is called.

American educators or sponsors should not "Anglicize" or change a student's name -- this is tantamount to taking away their identity. If, however, the student wants to be called by an American name (some high school students have chosen this route), then we suggest that in class the student be called by the name of his/her choice, but school records should contain the official name and the chosen name as "nickname."

(c) Ask native speaker assisting you in the interview to explain to parents and students, as well as secure parent signatures on needed documents for forms required in your school, such as:

- Cost of meals in school cafeteria, free/reduced price breakfast and lunch (see Appendix H).
- Transportation to and from school - bus number, where to get on bus, time, schedule, etc.
- Information for LEP (Limited English-Proficiency) students enrolling without records and explanation of the elective and required subject system in the middle/high school sy[illegible] in the program of studies. (See example in Appendix D).
- Calendar cards for recording attendance and need for parent signature along with explanatory notes of reasons for absence.
- State law requiring innoculations and need to present "shot" record (see example in Appendix E).

Basic school rules such as:

- Hour school begins and ends - 5 days week
- Late arrival requirements
- Procedure if child becomes ill at school
- Cafeteria procedures: tickets, pay with exact change or small bill, etc.
- No running in halls
- No leaving school premises after arriving until end of day

... Size of students has little to do with academic maturity or social adjustment.

(c) Parent/Guardian/Sponsor/Student Interviews and Recommendations

(d) Achievement tests in required academic areas if available in the dominant language of the student; otherwise, informal assessment by a linguistically and culturally familiar assessor such as the native speaker/aide used in the interview. An administrator or teacher might decide what concept or skill is to be tested and prepare an appropriate series of questions or tasks. The bilingual aide would translate the questions or directions and then relate to the teacher what response the child gave so that results could be evaluated and appropriate judgments made. Do not attempt to administer an intelligence test or standardized achievement test in English or in translation by the bilingual aide.

(e) Subjective judgment based upon a period of observation by English-speaking classroom teacher(s) and guidance personnel.
NOTE: Inform all concerned that initial placement will be evaluated after a period of adjustment and changes in grade level made as needed in the best interest of the child.

Where access to a native interpreter is impossible, the only recourse is to initially place each student according to his/her given age group, promote social and academic experiences which will help him fit into the group, and observe closely the student's reactions which may indicate a need for change in placement or modification of instructional program to better meet his/her individual needs

(3) Factors to consider in Instructional Program Placement

(a) Interview information on child's educational background

✓ (b) Child's language background and language functional level (She/he may not be literate in native language).

(c) Child's conceptual development in mathematics, social studies, reading and language arts.

methods, but this route may be too expensive or impossible (from standpoint of availability) to implement at present. Often, many languages are represented in a single class, and no teacher can be expected to know them all. English can be effectively taught by a teacher who does not know the learner's language if the teacher possesses the personal attributes cited below and if she/he receives some professional training in second language instruction.

(c) Patience, tact and personal warmth are indispensable qualifications. Creativity and flexibility are also essential. Most of all, the teacher must possess empathy, be sensitiv to the complex needs and attitudes of linguistically and culturally different students and be genuinely receptive to cultures other than his/her own.

(d) Selection of a teacher who is capable of using wisely a bilingual aide or volunteer tutor to assist with the limited-English proficiency student(s) on a regular basis.

B. Additional Administrative Responsibilities

1. Funding -- Actively seek funding sources for bilingual/ English-as-a Second Language (ESL) instructional services at local, state and national levels. Currently, local funds must be used to supplement ADM monies to provide the necessary instructional materials and teacher/aide support. Title VII of ESEA provides federal dollars to local school districts that wish to include a bilingual approach as a supplement to the regular classroom program. So far, these allocations have gone largely to systems with projects showing high concentrations of limited-English proficiency students. Through the State Department Division of Compensatory Education, schools having eligible Indochinese students may apply for Indo-Chinese Refugee Children Assistance Program (IRCAP) federally-appropriated funds as they are available. Other programs which may assist are:

   - Title XX
   - Title I
   - IRAA
   - ✓ Handicapped/Gifted
   - Average Daily Membership

determine guidelines in this respect.

7. Reassessment, Assessment - Reassessment of student placement and assessment of student achievement should be a joint effort by teacher(s), guidance counselor, psychometrist and others involved. Guidelines for grading, promotion and retention of these students should be established by the group above along with the principal.

   Such guidelines have been developed by the Winston-Salem/Forsyth and the Charlotte/Mecklenburg Bilingual Education Directors and approved by their respective School Boards of Education. Copies may be obtained by contacting these directors at the addresses which appear on the list of North Carolina Bilingual Directors in Appendix K.

8. Contact Information: Resources: See Appendix K.

9. Helpful Phrases and Essential Vocabulary for Parents and Students: See Appendix L.

10. School Philosophy/Orientation for Parents and Students (with translations): See Appendix M.

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

April 18, 1983

Ms. Jessie M. Hailey, Project Director
Bilingual Handicapped Project
Del Green Associates, Inc.
1030 15th Street, N.W.
Suite 1025
Washington, DC 20005

Dear Ms. Hailey:

In response to your communique of April 6, 1983, in which you requested information concerning bilingual handicapped students, I am enclosing the following:

."Administrative Consideration" - Section I of a publication "Here They Are ... What Do We Do? - An Orientation Handbook of Immigrant Children" (presently being reprinted) which has been developed by the Division of Communication Skills within our State Department of Public Instruction.

."On Meeting the Challenge of Bilingual Education" - A position paper also developed by the Division of Communication Skills.

The Division for Exceptional Children does not at present address the issue of bilingual handicapped students. Statistics are available which show an increase of 11.1% among the Asian ethnic group and 6.2% among the Hispanic ethnic group of identified/served exceptional students from the 1981-82 to the 1982-83 school year.

If this office can be of further assistance, please do not hesitate to contact me at (919) 733-3921. I will appreciate copies of your compiled information when the project is completed.

Sincerely,

Theodore R. Drain, Director
Division for Exceptional Children

TRD/MRG/vmb

Enclosure

Illinois
State Board of
Education

100 North First Street
Springfield, Illinois 62777
217/782-4321

Edward Copeland, Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

4-15-83

April 12, 1983

Mr. Jessie M. Hailey
Project Director
Bilingual Handicapped Project
Del Green Associates, Inc.
1030 15th Street, N.W.
Washington, D.C. 20005

Dear Mr. Hailey:

Your recent letter to Joe Fisher has been referred to me for reply. Our agency's bilingual education department is located in our Chicago Office. I have forwarded your letter to that department for assistance. We hope to provide you with the information you need in the near future. In the meantime, if I can answer any questions, please do not hesitate to contact me at 217/782-6601.

Sincerely,

Terry

Cindy Terry, Ed.D.
Program Development Section
Department of Specialized
Educational Services

188 West Randolph
Chicago Illinois 60601
312/793-2220

Southern Illinois Regional Office
First Bank and Trust Building
Suite 214, 123 South 10th Street
Mt. Vernon, Illinois 62864
618/242-1676

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APPENDIX A

BILINGUAL/BICULTURAL PROJECTS

Attached is a listing of all bilingual/bicultural projects funded by the Division of Personnel Preparation, U.S. Department of Education for FY 1982. The statement which follows, as submitted by Anmarie Kallas Alleva of DPP/SEP in a memo of 10-27-82, highlights these activities:

> "Seventy-six projects have been funded to train approximately 20,000 person; the total funding level of these projects is $4,286,761. Training activities range from the preparation of bilingual speech/language pathologists to the restructuring of regular and special education curriculum to focus on the needs of culturally diverse populations."
>
> "Training educational personnel to work with handicapped children and youth from culturally diverse background continues to be an area of great need. The Division of Personnel Preparation encourages the submission of grant applications which focus on the needs of bilingual/-bicultural populations across all program areas...."

ALASKA

AGENCY: University of Alaska
School of Education
Fairbanks, AK 99701

GOO & PR #: GOO8200492/029CH21115

PROJECT DIRECTOR: Dr. Ray Barnhardt

AMOUNT OF AWARD: $32,800

NUMBER OF TRAINEES: 35

DESCRIPTION OF PROJECT:

The Schools of Education at both the Fairbanks and Anchorage campuses are jointly developing training skills to better prepare pre-service students so that they may provide better services to exceptional students in both rural and urban schools in Alaska, including native Alaskan children. (Cooperative Dean's Grant)

ARIZONA

AGENCY: Navajo Nation - Division of Education
Navajo Special Education Development
P. O. Box 308
Window Rock, AZ 86515

GOO & PR #: GOO8001290/029AH20684

PROJECT DIRECTOR: Dr. Lawrence Gishey

AMOUNT OF AWARD: $59,040

NUMBER OF TRAINEES: 25

DESCRIPTION OF PROJECT:

In collaboration with the Northern Arizona University, the Navajo Division of Education has administered both undergraduate and graduate Special Education degree programs. Over the past six years, this on-reservation project has insured the preparation of 30 Navajo special educators for Navajo Nation and BIA schools serving mildly and severely handicapped student populations.

ARIZONA

AGENCY: Navajo Community College
Dine Center for Human Development
Tsaile, AZ 86556

GOO & PR#: GOO8000887/029AH20683

PROJECT DIRECTOR: Dr. Judd Cunningham

AMOUNT OF AWARD: $53,300

NUMBER OF TRAINEES: 112

DESCRIPTION OF PROJECT:

This project is designed to recruit qualified Navajo students into professional programs in the areas of physical therapy, occupational therapy, and communication disorders. The program involves both university (off-reservation) and field-based (on-reservation) learning experiences. The program has additionally incorporated a parent training component for the native language instruction of parents in the rights/responsibilities under P.O. 94-142 and an overview of handicapping conditions.

AGENCY: Indian Oasis School District
P.O. Box 248
Sells, AZ 85634

GOO & PR#: GOO8203008/029CH21030

PROJECT DIRECTOR: Mr. Michael Ryan

AMOUNT OF AWARD: $28,700

NUMBER OF TRAINEES: 87

DESCRIPTION OF PROJECT:

The Papago Special Education Personnel Preparation Program is designed to provide training opportunities to district special education staff. Particular emphasis in the instructional sequence is directed to the academic advancement of Papago professionals.

CALIFORNIA

AGENCY: California Department of Education
Office of Special Education
721 Capitol Mall, Room 607
Sacramento, CA 95814

GOO & PR#: GOO8000596/029AH20638

PROJECT DIRECTOR: Dr. Karl E. Murray

AMOUNT OF AWARD: $188,600

NUMBER OF TRAINEES: 6,000

DESCRIPTION OF PROJECT:

This project focuses on the development of an improved CSPD that includes emphasis on limited English proficient (LEP) handicapped children.

AGENCY: California State University, Fresno
CSUF Foundation, Department of Education
Maple and Shaw Avenues
Fresno, CA 93740

GOO & PR#: GOO8000571/029AH20673

PROJECT DIRECTOR: Dr. Gordon Johnson

AMOUNT OF AWARD: $35,260

NUMBER OF TRAINEES: 15

DESCRIPTION OF PROJECT:

This is a bilingual/bicultural general special education program for Master's level pre-service preparation of Special Education Specialists to better serve minority populations, with particular focus on the Chicano-Hispanic Mexican-American population in Fresno, Kings, Madera and Tulane Counties.

CALIFORNIA

AGENCY:	California State University/Los Angeles Department of Special Education 5151 State University Drive Los Angeles, CA 90032
GOO & PR#:	G008000978/029AH20669
PROJECT DIRECTOR:	Dr. Alice V. Watkins
AMOUNT OF AWARD:	$100,040
NUMBER OF TRAINEES:	1,685

DESCRIPTION OF PROJECT:

This project prepares trained personnel at the state and local level to serve handicapped children in the greater Los Angeles region. Particular emphasis is placed on the needs of ethnic minority handicapped pupils.

AGENCY:	California State University/Northridge School of Education 18111 Nordhoff Street Northridge, CA 91330
GOO & PR#:	G008001313/029AH20770
PROJECT DIRECTOR:	Dr. Anthony LaBue
AMOUNT OF AWARD:	$45,100
NUMBER OF TRAINEES:	127

DESCRIPTION OF PROJECT:

This project is a regular education pre-service Dean's Grant for staff and development and curricular revision to prepare better qualified personnel to educate handicapped children (particularly ethnic minorities) being mainstreamed.

CALIFORNIA

AGENCY:	Children's Hospital of Los Angeles/UAP P.O. Box 54700 Los Angeles, CA 90054
GOO & PR#:	GOO80001311/029AH20677
PROJECT DIRECTOR:	Dr. Marie Poulsen
AMOUNT OF AWARD:	$24,600
NUMBER OF TRAINEES:	185

DESCRIPTION OF PROJECT:

This project provides clinical or didactic experience to special education students at the pre and post bachelor levels to better prepare them to work with the many Black, Chicano and severely handicapped children in the area.

AGENCY:	Child, Youth and Family Services 1741 Silverlake Boulevard Los Angeles, CA 90026
GOO & PR#:	GOO8000543/029AH20633
PROJECT DIRECTOR:	Ms. Beatrice Gold
AMOUNT OF AWARD:	$31,160
NUMBER OF TRAINEES:	94

DESCRIPTION OF PROJECT:

An early childhood faculty in-service training project to train community college faculty to provide improved awareness training to students, including minorities, majoring in early childhood education.

CALIFORNIA

AGENCY: Los Angeles County Superintendent of Schools
Project Funding & Management
9300 E. Imperial Highway
Downey, CA 90242

GOO & PR#: GOO8101795/029AH20637

PROJECT DIRECTOR: Ms. Elsa Brizzi

AMOUNT OF AWARD: $70,520

NUMBER OF TRAINEES: 45

DESCRIPTION OF PROJECT:

This project aims to increase the number of qualified special education professional personnel who are bilingual. Emphasis is placed on the recruitment of persons with teaching potential who would most likely not obtain teaching credentials.

AGENCY: Merced County Superintendent of Schools
632 W. 13th Street
Merced, CA 95340

GOO & PR#: GOO8001049/029AH20670

PROJECT DIRECTOR: Mr. Gordon W. Stallings

AMOUNT OF AWARD: $53,300

NUMBER OF TRAINEES: 163

DESCRIPTION OF PROJECT:

This project provides in-service training to special education teachers and specialists in the rural setting of Merced County, which has a substantial population of handicapped migrant/bilingual children.

CALIFORNIA

AGENCY:
San Diego State University
Department of Special Education
5300 Campanile Drive
San Diego, CA 92182

GOO & PR#: GOO8001464/029AH2076

PROJECT DIRECTOR: Dr. Pat Cegelka

AMOUNT OF AWARD: $57,400

NUMBER OF TRAINEES: 90

DESCRIPTION OF PROJECT:

This project offers instruction to students who wish to focus on areas of either early childhood, severely handicapped or severely emotionally disturbed with multicultural/multilingual settings.

AGENCY:
San Jose State University
Department of Special Education
125 South 7th Street
San Jose, CA 95192

GOO & PR#: GOO8000992/029AH20795

PROJECT DIRECTOR: Dr. Gilbert Guerin

AMOUNT OF AWARD: $53,300

NUMBER OF TRAINEES: 38

DESCRIPTION OF PROJECT:

This project prepares bilingual/crosscultural special education teachers in the areas of communication disorders and learning handicaps. The project provides trainees with the competencies necessary to meet the unique needs of handicapped culturally and linguistically different students. Targeted language is Spanish.

CALIFORNIA

AGENCY: University of LaVerne
Division of Education
1950 Third Street
LaVerne, CA 91750

GOO & PR#: GOO8200475/029CH21017

PROJECT DIRECTOR: Dr. Alan Ziajka

AMOUNT OF AWARD: $25,420

NUMBER OF TRAINEES: 10

DESCRIPTION OF PROJECT:

This project prepares early childhood special educators to serve handicapped preschool children and their families. the Master's degree students at this private university are part of a student body diverse in age, religious and ethnic backgrounds.

COLORADO

AGENCY: University of Colorado
School of Education
Campus Box B-19
Boulder, CO 80309

GOO & PR#: GOO8101861/029AH20628

PROJECT DIRECTOR: Dr. Leonard Baca

AMOUNT OF AWARD: $91,840

NUMBER OF TRAINEES: 75

DESCRIPTION OF PROJECT:

This project is designed to serve as a Regional Training Program for institutions and agencies which require technical and programmatic assistance in developing and implementing bilingual/-special education training efforts. The project provides multiple networking services including: dissemination of grant-developed materials, convening national and regional conferences and conducting on-site programmatic assistance activities for DPP-supported bilingual/bicultural activities.

CONNECTICUT

AGENCY: New Haven Public Schools
200 Orange Street
New Haven, CT 06510

GOO & PR#: GOO8100908/029AH20100

PROJECT DIRECTOR: Irene Hallen

AMOUNT OF AWARD: $63,149

NUMBER OF TRAINEES: 50

DESCRIPTION OF PROJECT: This project offers in-service training to bilingual/bicultural personnel. Specifically, special education teachers train regular education teachers so that children mainstreamed into the regular classroom may receive better services.

AGENCY: Southern Connecticut State College
Department of Communication Disorders
501 Crescent Street
New Haven, CT 06515

GOO & PR#: GOO8100787/029AH20203

PROJECT DIRECTOR: Sandra Holley

AMOUNT OF AWARD: $87,106

NUMBER OF TRAINEES: 16

DESCRIPTION OF PROJECT:

This project actively recruits Black and Hispanic students into the speech and language pathology program. The training program emphasizes the skills, sensitivity and knowledge these students will need to provide appropriate services to children from bilingual/bicultural backgrounds.

CONNECTICUT

AGENCY:	University of Hartford College of Education/Allied Sciences 200 Bloomfield Avenue W. Hartford, CT 06117
GOO & PR#:	GOO8101895/029AH20222
PROJECT DIRECTOR:	Alba Ambert
AMOUNT OF AWARD:	$36,608
NUMBER OF TRAINEES:	30

DESCRIPTION OF PROJECT: This project provides Master's level training to bilingual special educators on the identification of limited English proficient children with special needs, knowledge of state and federal statutes, provision of direct services, competencies needed to work with parents and non-biased diagnostic techniques.

AGENCY:	University of Hartford College of Education/Allied Sciences 200 Bloomfield Avenue W. Hartford, CT 06117
GOO & PR#:	GOO8101896/029AH20218
PROJECT DIRECTOR:	
AMOUNT OF AWARD:	$23,539
NUMBER OF TRAINEES:	21

DESCRIPTION OF PROJECT:

This project contains one component which provides training to early childhood teachers of limited English proficient children. Training focuses on the identification of normal/abnormal behavior patterns evidenced by children of different cultural backgrounds, diagnosis and assessment procedures, and planning, implementing and evaluating appropriate curriculum materials.

DISTRICT OF COLUMBIA

AGENCY: University of the District of Columbia
Department of Communication Sciences
724 9th Street, N.W.
Washington, DC 20001

GOO & PR#: GOO8001027/029AH20136

PROJECT DIRECTOR: Dr. Ann Covington

AMOUNT OF AWARD: $53,300

NUMBER OF TRAINEES: 10

DESCRIPTION OF PROJECT:

The purpose of this program is to increase the number of qualified Black and Hispanic personnel in the field of speech pathology.

AGENCY: Parents Campaign for Handicapped Children and Youth
1201 16th Street, N.W.
Washington, DC 20036

GOO & PR#: GOO8100508

PROJECT DIRECTOR: Barbara Schieber

AMOUNT OF AWARD: $60,082

NUMBER OF TRAINEES: 25

DESCRIPTION OF PROJECT:

This parent coalition project has developed materials and provides training to parents on model materials. One training workshop has specifically focused on training of Hispanic parents with the aid of a consultant from the Latino Institute.

FLORIDA

AGENCY: Florida International University
Psycho-Educational Services
Tamiami Trail
Miami, FL 33199

GOO & PR#: G008200337/029CH20690

PROJECT DIRECTOR: Dr. Marisal Gavillan

AMOUNT OF AWARD: $47,560

NUMBER OF TRAINEES: 20

DESCRIPTION OF PROJECT:

This project provides training to Haitian persons interested in becoming teacher aides to work with handicapped children.

AGENCY: Florida International University
Psycho-Educational Services
Tamiami Trail
Miami, FL 33199

GOO & PR#: G008202723/

PROJECT DIRECTOR: Dr. Marisal Gavillan

AMOUNT OF AWARD: $49,200

NUMBER OF TRAINEES: 20

DESCRIPTION OF PROJECT:

This project provides training to Master's level special education teachers in bilingual/bicultural special education and English as a Second Language (ESL). Plans are currently underway to develop a doctoral program.

HAWAII

AGENCY: Hawaii State Department of Education
Office of Instructional Services
1270 Queen Emma Street
Honolulu, HI 96813

GOO & PR#: GOO8001448/029H20611

PROJECT DIRECTOR: Dr. Miles S. Kawatachi

AMOUNT OF AWARD: $73,800

NUMBER OF TRAINEES: 1,482

DESCRIPTION OF PROJECT:

This project provides the Hawaii State Department of Education with well qualified, well trained personnel able to provide apropriate education programs and related services to all handicapped children within the state, which is heavily populated by Asian-Americans.

AGENCY: University of Hawaii
Special Education Department
2444 Dole Street
Honolulu, HI 96822

GOO & PR#: GOO8001458/029AH20613

PROJECT DIRECTOR: Dr. Robert Stodden

AMOUNT OF AWARD: $59,680

NUMBER OF TRAINEES: 150

DESCRIPTION OF PROJECT:

The project's goals is to improve the quality and increase the supply of special educators in the State of Hawaii through graduate level pre-service and in-service teacher training. Students are trained for employment within the state, which is heavily populated by Asian-Americans.

HAWAII

AGENCY: University of Hawaii
Special Education Department
2440 Dole Street
Honolulu, HI 96822

GOO & PR#: GOO8001460/029AH20747

PROJECT DIRECTOR: Drs. Robert Stodden and Joy McGehee

AMOUNT OF AWARD: $45,100

NUMBER OF TRAINEES: 990

DESCRIPTION OF PROJECT:

Provides in-service training of regular educators in mainstreaming. The project functions as a joint effort with the State Department of Education of Hawaii, a state which has a dominant Asian-American population.

AGENCY: University of Hawaii Research Cooperation
1110 University Avenue, Room 402
Honolulu, HI 96826

GOO & PR#: GOO8001441/029AH20612

PROJECT DIRECTOR: Mr. Daniel D. Anderson

AMOUNT OF AWARD: $53,300

NUMBER OF TRAINEES: 11

DESCRIPTION OF PROJECT:

This "Pacific Basin Consortium for Special Education Personnel Preparation" project assists other federally assisted personnel preparation projects in the Pacific Basin, i.e., those located in Hawaii, American Samoa, Guam, the Commonwealth of the Northern Marianna Islands and the Trust Territory of the Pacific. A particularly difficult and unique problem that confronts special education in the millions of square miles of the Pacific Basin is "language and cultural barriers".

HAWAII

AGENCY: University of Hawaii Research Corporation
1110 University Avenue, Room 402
Honolulu, HI 96826

GOO & PR#: GOO8200325/029CH21073

PROJECT DIRECTOR: Dr. James A. Apfel

AMOUNT OF AWARD: $19,680

NUMBER OF TRAINEES: One year planning grant

DESCRIPTION OF PROJECT:

The one-year only project functions as an adjunct to Grant #GOO8000144, above, with the purpose of designing an in-service training system comprised of subsystems individually designed to meet in-service preparation needs of the Pacific Basin SEAs. Full implementation of a subsystem within the Commonwealth of the Northern Mariana Islands is scheduled by May 1983.

AGENCY: University of Hawaii
College of Education
2444 Dole Street
Honolulu, HI 96822

GOO & PR#: GOO8001439/029AH20616

PROJECT DIRECTOR: Dr. Andrew In

AMOUNT OF AWARD: $53,300

NUMBER OF TRAINEES: 68

DESCRIPTION OF PROJECT: This regular education pre-service (Dean's Grant) project has and is updating the pre-service instruction of education students in the College of Education to better identify and work with handicapped children (many of whom will be Asian-American) in mainstreamed settings.

ILLINOIS

AGENCY: Designs for Change
220 S. State Street, Suite 1616
Chicago, IL 60604

GOO & PR#: GOO8200346/029CH20502

PROJECT DIRECTOR: Donald R. Moore

AMOUNT OF AWARD: $65,600

NUMBER OF TRAINEES: Parent groups in 17 urban school districts

DESCRIPTION OF PROJECT:

This project focuses on the provision of assistance to parents of minority and low income children. The project has as its ultimate goal the development of a state wide network of groups who can assist low income minority parents whose children are handicapped.

KANSAS

AGENCY: University of Kansas
Department of Special Education
Room 377, Haworth Hall
Lawrence, KS 66045

GOO & PR#: GOO8200486/029CH21087

PROJECT DIRECTOR: Dr. H. Rutherford Turbull, III

AMOUNT OF AWARD: $58,220

NUMBER OF TRAINEES: 255

DESCRIPTION OF PROJECT:

The 3-year project, now in its first year, prepares doctoral, master's level and certification seeking students in the areas of Severely/Multihandicapped Early Childhood and Trainable Mentally Retarded. The combination (Pre-service - 80% and In-service - 20%) program includes a focus on better educating minority handicapped children.

KANSAS

AGENCY: University of Kansas
Department of Special Education
Room 377, Haworth Hall
Lawrence, KS 66045

GOO & PR#: GOO8200491/029CH21131

PROJECT DIRECTOR: Dr. H. Rutherford Turbull, III

AMOUNT OF AWARD: $100,038

NUMBER OF TRAINEES: 842

DESCRIPTION OF PROJECT:

The 3-year project, now in its first year, prepares doctoral educational specialists, master's and certification level students in the areas of general special education and vociational career education. The combination (Pre-service - 80% and In-service - 20%) program includes a focus on better educating minority handicapped children.

AGENCY: Associated Colleges of Central Kansas
105 East Kansas
McPherson, KS 67460

GOO & PR#: GOO8200485

PROJECT DIRECTOR: Professor Dee Vogt

AMOUNT OF AWARD: $31,980

NUMBER OF TRAINEES: 620

DESCRIPTION OF PROJECT:

This project is an in-service preparation program for teachers, administrators and ancillary personnel to enhance their roles as change agents in rural Kansas communities, some of which contain a significant ethnic minority population.

MARYLAND

AGENCY: American Speech, Hearing and Language Association
10801 Rockville Pike
Rockville, MD 20852

GOO & PR#: GOO8101996/029AH20096

PROJECT DIRECTOR: James Gelatt

AMOUNT OF AWARD: $91,840

NUMBER OF TRAINEES: 350

DESCRIPTION OF PROJECT:

Bilingual Language Learning Institute In-Service Training project to improve the availability and quality of speech-language pathology and audiology services provided to bilingual/bicultural Hispanic school children. Trained trainers in eight states which have large concentrations of Hispanic children; these trainers will now train second generation trainers.

MASSACHUSETTS

AGENCY: Regis College
235 Wellesley Street
Weston, MA 02193

GOO & PR#: GOO8101785/029AH20051

PROJECT DIRECTOR: Patricia Landurand

AMOUNT OF AWARD: $94,705

NUMBER OF TRAINEES: 16

DESCRIPTION OF PROJECT:

This project, the Dean's Grant Institute for Change, involves a three-year program whose staff is committed to serving the needs of linguistic minority students by providing training and technical assistance to those colleges and universities that have special education programs. Project provides linkage between LEAs and institutions serving minority students.

MASSACHUSETTS

AGENCY:

Simmons College
Department of Psychology
300 The Fenway
Boston, MA 02115

GOO & PR#: G008101913/029AH20137

PROJECT DIRECTOR: Dian Coulopoulos

AMOUNT OF AWARD: $62,414

NUMBER OF TRAINEES: 60

DESCRIPTION OF PROJECT:

This project entitled "Training for Equal Access for Minorities" trains personnel to eliminate erroneous classification of minority students as learning disabled or handicapped. The project provides ethnic minority and limited English proficient students with more appropriate learning environments by training teachers, administrators, guidance counselors and parents in areas such as cultural awareness, non-biased assessment, sensitivity to multicultural/multilingual environments, etc.

AGENCY:

Lesley College/Graduate School
1627 Massachusetts Avenue
Cambridge, MA 02138

GOO & PR#: G008101917/029AH20048

PROJECT DIRECTOR: Richard Wylie

AMOUNT OF AWARD: $27,598

NUMBER OF TRAINEES: 38

DESCRIPTION OF PROJECT:

One component of this program assistance grant focuses on training bilingual/bicultural trainees in comprehensive special education. The project also is attempting to build training in bilingual/bicultural special needs into the context of all the programs within the Division of Special Education.

MASSACHUSETTS

AGENCY: Northeastern University
Department of Speech Pathology and Audiology
360 Huntington Avenue
Boston, MA 02115

GOO & PR#: GOO8101919/029AH20148

PROJECT DIRECTOR: Laurie Schloff

AMOUNT OF AWARD: $37,441

NUMBER OF TRAINEES: 66

DESCRIPTION OF PROJECT:

This speech and language pathology training project is designed to enable graduate students to work effectively with culturally different children by providing these children with appropriate speech, language and hearing services. The recruitment of minority and bilingual students is a priority of this program; the project also has a research component built into its training activities.

AGENCY: Federation for Children with Special Needs
Boston, MA 02116

GOO & PR#: GOO8102455/029AH20131

PROJECT DIRECTOR: Martha Ziegler

AMOUNT OF AWARD: $97,073

NUMBER OF TRAINEES: 100

DESCRIPTION OF PROJECT:

This parent coalition project is training 50 Hispanic parents in Boston to exercise their rights under P.L. 94-142, in collaboration with the Parent Information Assistance and Resource Project in the Boston public schools, 25 in Providence, Rhode Island and 25 in Hartford, Connecticut.

MINNESOTA

AGENCY:
University of Minnesota
Psycho-Educational Studies Department
249 Burton Hall
Minneapolis, MN 55455

GOO & PR#: GOO8101690/029BH20003

PROJECT DIRECTOR: Dr. James Ysseldyke

AMOUNT OF AWARD: $77,413

NUMBER OF TRAINEES: 1600

DESCRIPTION OF PROJECT:

This "National School Psychology In-Service Training Network" Special Project, redefines the roles, functions and training needs of school psychologists by the use of innovative assessment and intervention strategies consistent with the provisions of P.L. 94-142. The project includes a significant focus on "non-discriminatory" and "non-test-based" assessments of school children, particularly in large urban areas populated by ethnic minorities.

AGENCY:
Pacer Center, Inc.
Minneapolis, MN 55407

GOO & PR#: GOO8101538/029AH20339

PROJECT DIRECTOR: Paula Goldberg

AMOUNT OF AWARD: $103,000

NUMBER OF TRAINEES: 15 parents and 2 Hispanic trainers

DESCRIPTION OF PROJECT:

This parent coalition project of parents training parents has four subcomponents, one of which focuses on training two Hispanic community leaders as parent trainers. In addition, Pacer parent materials have been translated into Spanish.

NEW JERSEY

AGENCY: Association for Hispanic Handicapped
374 Grand Street
Paterson, NJ 07505

GOO & PR#: GOO8001023/029AH20179

PROJECT DIRECTOR: Ligia Freire

AMOUNT OF AWARD: $18,860

NUMBER OF TRAINEES: 18

DESCRIPTION OF PROJECT:

This project provides a series of twenty workshops to inform and train parents of Hispanic handicapped children to be effective parents as well as advocates for their own and other handicapped children by training them in Basic Living Skills.

NEW MEXICO

AGENCY: All Indian Pueblo Council
Division of Education
P.O. Box 6507
Albequerque, NM 87197

GOO & PR#: GOO8202864/029CH21057

PROJECT DIRECTOR: Edward Little

AMOUNT OF AWARD: $63,140

NUMBER OF TRAINEES: 35

DESCRIPTION OF PROJECT:

This project is designed to: (1) Prepare and professionally certify Pueblo Indian teachers in special education at the Bachelor degree level, (2) prepare and professionally credential Pueblo Indian teachers in special education at the Master's degree level, and (3) prepare and orient Pueblo teacher aides in the concepts and procedures required in special education.

NEW YORK

AGENCY: CUNY/Graduate School & University Center
Center for Advanced Study in Education
Institute for Research and Development in Occupational Education

GOO & PR#: GOO8102095/029AH20084

PROJECT DIRECTOR: David Katz

AMOUNT OF AWARD: $54,388

NUMBER OF TRAINEES: 150

DESCRIPTION OF PROJECT:

This project provides training for bilingual inner city parents to prepare them as career educators and advocates for their secondary school age handicapped children. Project involves a collaborative effort between parent advocacy organizations, community groups, school personnel and CUNY.

AGENCY: Bank Street College
Graduate School of Education
610 West 112 Street
New York, NY 10025

GOO & PR#: GOO8001304/029AH20138

PROJECT DIRECTOR:

AMOUNT OF AWARD: $167,280

NUMBER OF TRAINEES: 10

DESCRIPTION OF PROJECT:

This program assistance grant has one component which provides training, on the pre-service level, in bilingual/bicultural special education. Students are trained as special education teachers, resource room teachers and diagnosticians. The population of handicapped youth these trainees will be working with is primarily Hispanic and Haitian limited English proficient.

NEW YORK

AGENCY:	New York University SEHNAP/Dept. of Rec./Leisure Studies 26 Washington Place, Room 70 New York, NY 10003
GOO & PR#:	GOO8001326/029AH20201
PROJECT DIRECTOR:	Doris Berryman
AMOUNT OF AWARD:	$46,740
NUMBER OF TRAINEES:	300

DESCRIPTION OF PROJECT:

This project trains bilingual therapeutic recreation specialists who have the requisite skills, abilities, knowledge and commitment to advocate and implement recreation programs for handicapped Hispanic children and youth.

AGENCY:	Fordham University 113 West 60th Street New York, NY 10023
GOO & PR#:	GOO8001413/029AH20169
PROJECT DIRECTOR:	John Hicks
AMOUNT OF AWARD:	$25,420
NUMBER OF TRAINEES:	25

DESCRIPTION OF PROJECT:

This project provides training to regular bilingual classroom teachers in New York City on instructional methods and procedures for bilingual handicapped children in their classrooms.

NEW YORK

AGENCY: Fordham University
113 West 60th Street
New York, NY 1023

GOO & PR#: GOO8001042/029AH20231

PROJECT DIRECTOR: John Hicks

AMOUNT OF AWARD: $25,420

NUMBER OF TRAINEES: 36

DESCRIPTION OF PROJECT:

This project focuses on the provision of pre-service training to individuals interested in a career teaching bilingual handicapped children and youth in New York City.

AGENCY: Lexington School for the Deaf
30th Avenue and 75th Streets
Jackson Heights, NY 11370

GOO & PR#: GOO8001037/029AH20058

PROJECT DIRECTOR: Alan Lerman

AMOUNT OF AWARD: $91,840

NUMBER OF TRAINEES: 65

DESCRIPTION OF PROJECT:

This project trains educational staff to provide instruction to Hispanic hearing impaired children and youth.

PUERTO RICO

AGENCY:	Associact=ion de Padres pro Bienstar de Ninos Impedidos de Puerto Rico Box 21301 Rio Piedras, PR 00928
GOO & PR#:	GOO820/029CH20074
PROJECT DIRECTOR:	Carmen Selles
AMOUNT OF AWARD:	$26,080
NUMBER OF TRAINEES:	300 - 500

DESCRIPTION OF PROJECT:

This project trains parents as advocates for their children and as trainers of other parents of handicapped children. Project goals also include training volunteers in general special education, recreational activities and behavior management; conducting a series of conferences throughout Puerto Rico and working in a collaborative framework with the Department of Education in Puerto Rico.

AGENCY:	Dispensario San Antonio, Inc. Centro de Orientacion Y Servicios Box 213 - Playa Station Ponce, Puerto Rico 00732
GOO & PR#:	GOO8200251/029CH20073
PROJECT DIRECTOR:	Sister M. Isolina Ferre
AMOUNT OF AWARD:	$79,540
NUMBER OF TRAINEES:	160

DESCRIPTION OF PROJECT:

This project provides training for parents of handicapped children so that they may be more effective advocates of their childrens' education. In addition, training activities include the training of support personnel from local public schools and health centers to be more effective "collaborators" with parents in providing services to handicapped children and youth.

PUERTO RICO

AGENCY: University of Puerto Rico
Regional Colleges Administration
Department of Physical Education
Bayamon University Technical College
Bayamon, PR 00619

GOO & PR#: GOO8200448/029CH20145

PROJECT DIRECTOR: Humberto Cintron

AMOUNT OF AWARD: $16,740

NUMBER OF TRAINEES: 30

DESCRIPTION OF PROJECT:

This project provides a Bachelor's level training curriculum to those students interested in becoming physical educators for handicapped children.

AGENCY: Puerto Rico Department of Education
Box 759
Hato Rey, PR 00902

GOO & PR#: GOO8200522/029CH20069

PROJECT DIRECTOR: Ileana Agostini

AMOUNT OF AWARD: $41,000

NUMBER OF TRAINEES: 63

DESCRIPTION OF PROJECT:

This project provides in-service training to school principals to provide to them a program which will assist them in becoming more knowledgeable of and effective in providing appropriate services to handicapped children under the mandates of P.L. 94-142.

PUERTO RICO

AGENCY: IIA of the World University
Barbosa Avenue, Esq, Guayama Street
Hato Rey, Puerto Rico 00922

GOO & PR#: GOO8200446/029CH20125

PROJECT DIRECTOR: John Hennig

AMOUNT OF AWARD: $20,500

NUMBER OF TRAINEES: 20 faculty

DESCRIPTION OF PROJECT:

"Dean's Grant" (Regular Education Pre-Service) to train regular education faculty on the education of exceptional children, develop a "library" of materials pertinent to special education and to revise the regular education pre-service curriculum to offer training and practica experiences with handicapped children.

AGENCY: IIA of World University
Barbosa Avenue, Esq. Guayama Street
Hato Rey, Puerto Rico 00922

GOO & PR#: GOO8200446/029CH20125

PROJECT DIRECTOR: John Henning

AMOUNT OF AWARD: $24,600

NUMBER OF TRAINEES: 15

DESCRIPTION OF PROJECT:

This project plans to develop a diagnostic/Assessment Center at the Hato Rey campus for use by Bachelor's level pre-service special educators. The center would serve as a practica/training site for these students.

RHODE ISLAND

AGENCY: Brown University
Department of Linguistics
Box E
Providence, RI 02912

GOO & PR#: GOO8101834/029AH20172

PROJECT DIRECTOR: Naomi Baron

AMOUNT OF AWARD: $37,595

NUMBER OF TRAINEES: 9

DESCRIPTION OF PROJECT:

This project provides trainin in language development for culturally diverse hearing impaired populations. This pre-service program prepares supervisors, resource room and special education teachers as well as speech and language pathologists so that they may offer quality language development instruction to culturally diverse hearing impaired populations.

AGENCY: Rhode Island State Department of Education
Special Education Unit
22 Hayes Street
Providence, RI 02908

GOO & PR#: GOO81020003/029AH20147

PROJECT DIRECTOR: Diane E. Devine

AMOUNT OF AWARD: $22,042

NUMBER OF TRAINEES: 535

DESCRIPTION OF PROJECT:

This program provides training to special educators, bilingual educators, administrators and parents of bilingual/limited English proficient handicapped students so that they may ensure the most appropriate educational environment for each student.

PENNSYLVANIA

AGENCY: Temple University
Broad Street and Montgomery Avenue
Philadelphia, PA 19122

GOO & PR#: GOO8101856/029AH20128

PROJECT DIRECTOR: Valaida Walder

AMOUNT OF AWARD: $104,960

NUMBER OF TRAINEES: 45

DESCRIPTION OF PROJECT:

The intent of this project is to train several bilingual teachers per year to work with handicapped children. Two bilingual courses are required in addition to the core courses in generic handicapped areas. In addition, two practica in a bilingual setting are required. In the practica, students must conduct classes in Spanish or Korean, as well as English.

AGENCY: Temple University
Department of Speech and Liberal Arts
13th Street and Columbia Avenue
Philadelphia, PA 19122

GOO & PR#: GOO8101864/029AH20125

PROJECT DIRECTOR: Lorraine H. Russell

AMOUNT OF AWARD: $63,140

NUMBER OF TRAINEES: 122

DESCRIPTION OF PROJECT:

This project is to pre-service handicapped personnel preparation programs for Speech/Language Pathologists and Audiologists with program emphasis in bilingual/bicultural clinical and educational service delivery with a Hispanic emphasis.

PENNSYLVANIA

AGENCY:	University of Pittsburgh Program in Special Education School of Education 200 Gardner Steel Building Pittsburgh, PA 15260
GOO & PR#:	GOO820049/029DH20022
PROJECT DIRECTOR:	Dr. Steven R. Lyon
AMOUNT OF AWARD:	$32,800
NUMBER OF TRAINEES:	15

DESCRIPTION OF PROJECT:

The Special Project now in its first of three years is providing in-service training to classroom teachers of severely handicapped students. Teachers in the Pittsburgh Public Schools are receiving training in the model. The Pittsburgh site of training is characterized as an urban school district affected by "the flight of the white middle class to the suburbs".

SOUTH DAKOTA

AGENCY:	Indian Education Training Center School of Education University of South Dakota Vermillion, SD 57069
GOO & PR#:	GOO8200506/029CH21026
PROJECT DIRECTOR:	Dr. Rick LaPointe
AMOUNT OF AWARD:	$48,540
NUMBER OF TRAINEES:	3

DESCRIPTION OF PROJECT:

Prepares Native American Special Education Administrators at either the Master's or Educational Specialist degree level, in a pre-service mode. A major intent is to provide qualified special education leaders who are Native Americans on the nine Indian reservations in South Dakota.

TEXAS

AGENCY: Texas A and M University
Educational Psychology
College of Education
College Station, TX 77843

GOO & PR#: GOO8101865/029BH20010

PROJECT DIRECTOR: Dr. Douglas J. Palmer

AMOUNT OF AWARD: $82,035

NUMBER OF TRAINEES: 14

DESCRIPTION OF PROJECT:

The purpose of the project is to develop and implement a doctoral program in Special Education to train educational leadership personnel in the identification of Hispanic emotionally disturbed, learning disabled and mildly mentally retarded children and youth.

AGENCY: University of Texas, Austin
Department of Educational Psychology
EDB 252
Austin, TX 78712

GOO & PR#: GOO8200174/029CH21062

PROJECT DIRECTOR: Dr. Thomas Oakland

AMOUNT OF AWARD: $49,962

NUMBER OF TRAINEES: 30

DESCRIPTION OF PROJECT:

This project is designed to improve the skills and techniques of school psychologists, associate school psychologists, diagnosticians and counselors to assess students of limited English proficiency who might be handicapped.

TEXAS

AGENCY:	Texas Christian University Division of Communication/Pathology Miller Speech and Hearing Clinic Ft. Worth, TX 76129
GOO & PR#:	G008102065/PR#029AH20713
PROJECT DIRECTOR:	Dr. Joseph Helmick
AMOUNT OF AWARD:	$70,861
NUMBER OF TRAINEES:	10

DESCRIPTION OF PROJECT:

This graduate (M.S.) training program is designed to comprehensively prepare speech/language pathologists for multiple populations. The institution offers a particularly strong specialized academic and clinical preparation in bilingual (Hispanic) communication pathology.

PACIFIC BASIN

AGENCY:	University of Guam Special Education Program UOG Station Mangilao, GU 96913
GOO & PR#:	G008102174/029AH20748/029CH11204
PROJECT DIRECTOR:	Dr. Michael F. Caldwell
AMOUNT OF AWARD:	$40,699
NUMBER OF TRAINEES:	18

DESCRIPTION OF PROJECT:

Provides for training of paraprofessional and professional aides and clinicians to work with communicatively handicapped bilingual/bicultural preschool and school aged children in the Western Pacific Islands.

TEXAS

AGENCY: University of Texas, Austin
Department of Special Education
EDB 306
Austin, TX 78712

GOO & PR#: GOO8102054/029AH20776

PROJECT DIRECTOR: Dr. Alba Ortiz

AMOUNT OF AWARD: $90,398

NUMBER OF TRAINEES: 300

DESCRIPTION OF PROJECT:

The project is designed to provide an inter-institutional network (in texas) with advanced awareness of issues and instructional methodologies related to bilingual/bicultural special education. The grantee also serves (in addition to IHE's) LEAs Education Service Centers and other agency's interested in implementing bilingual/bicultural special education training.

AGENCY: University of Texas, Austin
Department of Special Education
EDB 306
Austin, TX 78712

GOO & PR#: GOO8101838/029AH20743

PROJECT DIRECTOR: Dr. Alba Ortiz

AMOUNT OF AWARD: $75,202

NUMBER OF TRAINEES: 24

DESCRIPTION OF PROJECT:

The project is designed to develop, test and institutionalize a training model for graduate-level preparation for teachers to work with non-English speaking limited English-speaking, and bilingual children who have special needs. Primarily, the program is intended to provide trainees with the human conceptual and technical skills necessary to effect instructional activities meeting the needs of handicapped Hispanic students.

PACIFIC BASIN

AGENCY: Commonwealth of the Northern Mariana Islands
Department of Education
Lawer Base
Saipan, CM 96950

GOO & PR#: GOO8001466/029AH20735/029AH10758/
451CH01253

PROJECT DIRECTOR: Dr. Roger W. Ludwick

AMOUNT OF AWARD: $23,780

NUMBER OF TRAINEES: 13

DESCRIPTION OF PROJECT:

Project provides training to upgrade Special Education skills of SEA staff, teachers and parents in the Commonwealth, where a Polynesian culture dominates.

AGENCY: Trust Territory of the Pacific Islands
Headquarters Office of Education
Office of the High Commissioner
Saipan, Mariana Islands 96950

GOO & PR#: GOO8001467/029AH20796/029AH10755/
451CH01254

PROJECT DIRECTOR: Mr. Haruo W. Kuartei

AMOUNT OF AWARD: $42,640

NUMBER OF TRAINEES: 61

DESCRIPTION OF PROJECT:

The project provides needed assessment activities that lead to development of mini-comprehensive system of personnel development plans, one for each of three emerging new governments of the Territory, i.e. Belau, Federated States of Micronesia, and Republic of the Marshall Islands, each populated by several distinct ethnic groups and cultures.

PACIFIC BASIN

AGENCY: College of Micronesia
Community College of Micronesia
P.O. Box 159
Kolonia, Ponape
Easter Carolina Islands 96941

GOO & PR#: GOO8001435/029AH20729/029AH10745/
451AH01048

PROJECT DIRECTOR: Mr. Kangichy R. Welle

AMOUNT OF AWARD: $25,233

NUMBER OF TRAINEES: 6

DESCRIPTION OF PROJECT:

The project provides pre-service and in-service Associate of Science (AS) degree teacher training for students preparing to be Special Educators throughout the Trust Territory of the Pacific Islands, an area comprised of several distinct ethnic groups and cultures.

AGENCY: American Samoa Government
Special Education Divison
Department of education
Pago Pago, AS 96799

GOO & PR#: GOO8001470/029AH20793/029AH10686/
451CH01262

PROJECT DIRECTOR: Mr. Iakopo Taua'i

AMOUNT OF AWARD: $49,200

NUMBER OF TRAINEES: 173

DESCRIPTION OF PROJECT:

The project's ultimate goal is to expand local and off-island training of personnel as special educators of handicapped children in the Territory of Samoa, where the Polynesian culture dominates.

PACITIC BASIN

AGENCY: Guam Department of Education
Division of Special Education
P.O. Box DE
Agana, Guam 96910

GOO & PR#: GOO8001468/029AH20730/029AH10609/
451CH01257

PROJECT DIRECTOR: Ms. Victoria Harper

AMOUNT OF AWARD: $32,800

NUMBER OF TRAINEES: 690

DESCRIPTION OF PROJECT:

The grant assists in providing in-service training to regular educators to better educate mainstreamed handicapped children in Guam, a territory comprised of several distinct ethnic groups among which are "Chamorro, Statesider, Filipino, Taiwanese, Japanese, Korean" and others who "present unique needs in terms of cultural values and differing languages."

AGENCY: University of Guam
Department of Special Education
UOG Station
Mangilao, GU 96913

GOO & PR#: GOO8001459/209AH20775/029AH10757/
451CH01169

PROJECT DIRECTOR: Michael F. Caldwell

AMOUNT OF AWARD: $32,800

NUMBER OF TRAINEES: 121

DESCRIPTION OF PROJECT:

The purpose is to develop and deliver Special Education Training appropriate to Western Pacific conditions. The project involves not only Guam but the Commonwealth of the Northern Mariana Islands and the Trust Territory of the Pacific and its emerging sovereign states/of Belau, Federated States of Micronesia and Republic of the Marshall Islands, each comprised of several distinct ethnic groups and cultures.

PROJECT

SCORE: Success Controlled Optimal Reading Experience -- A Tutorial Reading Program

A tutorial phonics program for learning-disabled students who read below the fourth-grade level.

target audience

Approved by JDRP for learning-disabled students of any age. The program has been used in other settings with bilingual students, disadvantaged students, and regular students in grades 1-12 who are reading below the fourth-grade level, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

SCORE uses a mastery teaching model that arranges skills in a hierarchical sequence of well-outlined learning units. This supplementary tutorial reading program uses six student books, which are divided into 51 teaching units. Each unit contains a Challenge Page, Teaching Pages, and a Review/Recycle Page. The student reads aloud to the tutor for 15 minutes a day. The Challenge Page tests elements to be taught in the unit. If the student reads all Challenge Page words correctly, the student skips to the next unit. Each Teaching Page presents between three and eight new elements or words arranged in five 20-word lists. The tutor models the correct pronunciation from the first list, and the student practices with the remaining four lists. As soon as the student reads one list at 100% accuracy, the student proceeds to the next page. The Review/Recycle Page provides for long-term review and testing of words mastered on a short-term basis. If a student falls below 100% mastery here, the student recycles back through the unit. The SCORE Record Book contains all lesson pages, continuous tutor instructions, and forms for recording students' progress and the tutor's adherence to procedure. To provide reinforcement, the tutor clicks a tally counter to indicate a correct response and point earned. Points may be exchanged for rewards. A timer controls the length of the tutoring session and keeps track of the daily reading rate. The program is cross-referenced to 60 primary phonics readers. After mastering a given SCORE unit, students branch into the corresponding reader. Diagnostic criterion-referenced tests determine both students' need for SCORE and phonetic elements mastered as a result of using the program. A daily report card informs each student's parents of the number of words read correctly and of the effort demonstrated.

evidence of effectiveness

Data from pre- and posttesting of SCORE-tutored students and matched controls in regular classes with traditional group instruction and in special education classes with the Wide Range Achievement Test Word Recognition Subtest and the Gilmore Oral Reading Test show that SCORE significantly improves reading proficiency. Testing with a criterion-referenced instrument shows that SCORE-tutored students master phonetics and decoding skills introduced by the program. SCORE-tutored pupils produced gains on both normal and criterion-referenced measures that are significantly greater than non-SCORE-tutored comparison groups.

implementation requirements

The program can be used in a variety of classroom organizational structures. Tutors teach students individually in a mainstreamed classroom setting or a separate tutorial center. Tutors receive two to three hours of training and work with individual students for 15 minutes a day. Tutor's Kit contains nonconsumables for one tutor and consumables for one student. A part-time tutor coordinator (resource teacher or instructional aide) is recommended for large-scale adoption. Three to four hours of training are recommended for tutor coordinator, although program can be implemented without training as tutor-training script is included in program implementation manual.

financial requirements

Per-pupil start-up cost for 30 students and eight tutors: $18.60. This figure includes costs of four-hour training for tutor coordinator, tutor nonconsumables, student consumables, implementation manual, and supplemental materials. Tutor's Kit: [illegible]; Record Book: $3.50. Estimated per-pupil cost for every 30 additional students is $3-$8, depending on supplemental materials obtained. Continuation cost for 30 students: $86-$116 for consumables and supplemental materials. Information on materials may be obtained from Learning Guidance Systems, (415) 344-7066.

services available

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (adopter pays its own costs and $75-$100 consultant fee). Training is also available at adopter site (all expenses must be paid).

contact

John Cradler, Coordinator of Special Projects and Research; South San Francisco Unified School District; Administration Bldg.; 398 B St.; South San Francisco, CA 94080. (415) 877-8936.

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-42

Approved: 12/22/80

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PROJECT MODIFICATION OF CHILDREN'S ORAL LANGUAGE

A special program for training staff to work with students having language disabilities.

target audience Approved by JDRP for language-handicapped students, preschool to adult.

description This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing materials, an objective of the project is to provide teachers with an instructional strategy and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individuals. It is particularly valuable in early childhood education centers, classes for the educable and trainable mentally retarded, and speech-correction centers.

evidence of effectiveness Evaluation of significant language behavior in students was done through the Programmed Conditioning for Language Test. In 1973, mean pretest score for group was 13.2%; posttest, 98.6%. Other standardized tests were also used to demonstrate gains, e.g., the Peabody Picture Vocabulary Test, the Northwestern Syntax Screening Test, and the Boehm. Data were collected over a two-year period. Students had varying language disabilities.

implementation requirements An initial four- to five-day training workshop is required. Follow-up on-site visits are required at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

financial requirements The cost for adoption varies according to the location of the adopting agency, number of project participants, and degree of implementation. Cost for required program materials is: $124 per participant. Maintenance costs are minimal.

services available Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

contact Betty H. Igel; Monterey Learning Systems; 900 Welch Rd., Suite 11; Palo Alto, CA 94304.
(415) 324-8980.

Developmental Funding: USOE ESEA Title III JDRP No. 6 Approved: 4/16/73

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APPENDIX

Additional References and Resource Materials on Bilingual Special Education

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A Language for Life. Department of Education and Science. London, England, 1976. (BBB02190)

This document is the official report of a study, begun in 1972, conducted by the Committee of Inquiry, Department of Education and Science, United Kingdom. The study, designed to show the relationships between reading, writing, talking, and listening, was based on a series of visits to 100 schools, 21 colleges of education, and 6 reading centers in Great Britain. Part one reviews current attitudes toward the teaching of English and examines the question of standards, proposing a new system of monitoring. The second part discusses the interaction of language and learning and proposes various measures for improving language development in young children, especially those from disadvantaged backgrounds. Part three deals with reading as process and in the early years. Part four is concerned with language in the middle and secondary grades, including writing, language study, and content area language instruction. In part five, the organization of English education is discussed. Part six deals with reading and language difficulties, including adult illiteracy and special problems of children in England with international backgrounds. Part eight is concerned with preservice and inservice teacher education, and parts nine and ten discuss the survey itself and present a summary of conclusions and recommendations made on the basis of the study. Tables are included, along with appendices of the study data.

An Evaluation: Improvement of Teaching English as a Second Language. New York, New York: New York University Center for Field Research and School Services, 1973. (QPX6290)

The primary objective of the project for improving the teaching of English as a second language in the high schools was to improve the facility of English-language-handicapped students in the four language skills (listening, speaking, reading and writing) so that they can make a proper adjustment to high school. Most of the students are from Spanish-speaking or French-speaking backgrounds, although the project serves as many as 20 different language groups. To overcome the language problem of these students in the 50 high schools selected for participation, three (later increased to four) teacher trainers were employed at the central board, a variety of curriculum materials was uniformly introduced to the schools, and a structure was provided to coordinate and direct the overall effort. Specifically, the program objectives which were evaluated were: (1) the efficacy of the teacher-training program; (2) the number of classroom visitations, workshops and demonstration lessons offered by the central board staff of teacher-trainer consultants; (3) the degree to which the project has made teacher participants more aware of the special needs of non-English speaking learners; (4) the amount of articulation among high schools in the project reported by ESL department chairmen; (5) a comparison of the dropout rate of ESL students in the program with comparable grade level and aged children in conventional classes; and, (6) student growth on the Puerto Rican scale "A", a rating scale used by classroom teachers to evaluate the children's ability to speak and understand spoken English. The linguistic capacity index was also used to assess pupil achievement in learning English as a second language.

Annual Evaluation Report on Programs Administered by the U.S. Office of Education Fiscal Year 1975. Office of Education; Office of Planning, Budgeting, and Evaluation. Washington, D.C., 1975. (BBB07528)

This is the fifth annual comprehensive evaluation report of Office of Education Administered Programs. It updates the information in the FY 1974 report in incorporating the results of 15 evaluation studies completed during FY 1975 as well as additional information obtained from program operations and monitoring activities. In addition to an overview section, the report includes highlights of studies completed in FY 1975, brief descriptions of studies still in progress at the end of FY 1975, examples of the uses of evaluation studies, and descriptions of each of the programs administered by the Office of Education as of June 30, 1975. Included in the description of each program is its legislative authorization, its funding history for the last ten years, its goals and objectives, its operational characteristics, its scope, information about its effectiveness, ongoing and planned evaluation studies, and sources of evaluation data.

Annual Research Highlights, 1979-1980. Alberta Education, September 1980. Alberta Department of Education; Planning and Research Branch. Edmonton, Canada, 1980. (BBB14589).

The planning and research branch is a service branch of Alberta education which provides information to planning and policy makers within Alberta education to assist in making realistic decisions about educational directions and programs. This guide presents information about the operation of the branch and reports in capsule form on a selection of research projects completed from July 1, 1979 though June 30, 1980. Abstracts describe the purpose, design, findings, conclusions, recommendations, bibliographic information, and distribution of each research project. Topics researched included: (1) second language instruction; (2) alternative schooling; (3) computer assisted instruction; (4) elementary school mathematics; (5) energy conservation; (6) bilingual programs; (7) gifted children; (8) enrollment projections; (9) female students' participation in physical activities; (10) pupil transportation; (11) special education; (12) inservice education; and (13) work experience programs.

Askins, Billy E., et al. Outreach Activities (Replication Services) of the Responsive Environment Program for Spanish American Children (REPSAC): End of the Year Evaluation Report, 1976-77 (Second Year Evaluation Study). Askins (B.E.) and Associates, Lubbock, TX, 1977. (BBB12480)

The outreach activities component to REPSAC, an extremely successful early childhood bilingual intervention program in Clovis, New Mexico, enabled the project to provide replication services to various local education agencies requesting such services. During 1976-77, services included the training of selected teachers and aides to acquire competencies in working with young, high risk, and handicapped children. Conducted on-site at the replication centers (9school districts and 9 head start centers located in isolated areas in New Mexico) and at the parent center, training was taken to these centers by a specially designed and equipped motor coach. Evaluation of the training was conducted by an external evaluation team via objective evaluation of the workshops; classroom visits; site-visits with the administrators, teachers, and aides; self-evaluation questionnaires from the trainees and trainers; and a review of various records/logs maintained by the outreach training team. A follow-up study of former REPSAC students in grades 1-5 was conducted. Findings included: the training program for the teachers and aides was extremely effective; services provided to the schools in the isolated areas were extremely needed; and the follow-up study indicated a change to an upward trend for Spanish language development, a continued slightly upward trend for English language development, and a mild downward trend for learning aptitude.

Askins, Billy E., et al. *Outreach Activities (Replication and Training Services) of the Responsive Environment Program for Spanish American Children (REPSAC). Final Evaluation Report, July 1, 1977 - May 26, 1978, Third Year.* Askins (B.E.) and Associates. Lubbock, TX., 1978. (BBB12614)

The outreach activities component of the Responsive Environment Program for Spanish American children (REPSAC), an extremely successful early childhood bilingual intervention program in Clovis, New Mexico, enabled the project to provide replication services to various local education agencies requesting such services. During 1977-1978, student services were provided on-site at the replication centers (7 school districts and 3 head start centers, all located in isolated areas in New Mexico). A specially designed and equipped motor coach took training to the replication centers. This training was evaluated by an external evaluation team via classroom visits; site visits with administrators, teachers, and aides; self-evaluation questionnaires from the trainees and trainers; and a review of various records/ logs maintained by the outreach team. A follow-up study of former REPSAC students, who in 1977-78 were in grades 4-6, was conducted. Findings included: learning aptitude scores(IQ) remained relatively stable from the initial testing in the fall of 1971 to the testing in the spring of 1978; English language development scores gained substantially after the first year of intervention and again at the end of the second year of intervention; Spanish language development scores showed the greatest amount of fluctuation since the initial testing in 1971; the test results indicated that 90% of former REPSAC students were in regular classroooms and 10% in special education classes; and 2 students had been retained 1 grade and 5 students had required special assistance.

Askins, Billy E., et al. Respsonsive Environment Early Education Program (REEEP). Final Evaluation Report, 1976-1977 (Second Year). Askins (B.E.) and Associates. Lubbock, TX., 1977. (BBB12614)

Formerly the responsive environment program for Spanish American children, REEEP is an educational intervention program for "high risk" (of low birth weight) 3-, 4-, and 5-year-old children, living in the Clovis, New Mexico area. Goals of REEEP, an elementary and secondary education Act Title III program are: to prevent school failure with an intervention program which includes early identification and remediation of developmental learning deficiencies and to integrate handicapped children into the regular school program; to provide in-service training to select early childhood and kindergarten teachers and aides employed by various New Mexico school districts; and to disseminate information concerning the program. Evaluation of student achievement was based on pre- and posttests using standarized tests which measured language development in Spanish and English, school readiness, and self-concept. In-service training and dissemination activities were subjectively evaluated using site visits, observations, records, and self-reports by the staff. Major findings included: students made significant gains in language development in English and school readiness; students indicated a positive and continuous growth concerning self-concept and social development; the variable making the greatest contribution to language development in English was IQ; and the in-service training provided to 47 teachers and aided was extremely successful and effective.

Askins, Billy E., et al. Responsive Environment Early Education Program (REEEP): Third Year Evaluation Study. Final Evaluation Report, 1977-78. Askins (B.E.) and Associates. Lubbock, TX., 1978. (BBB12614)

REEEP serves as an educational intervention providing direct services to "high risk" (of low birth weight--less than 5 1/2 pounds) 3-, 4-, and 5-year-old children, living in the Clovis, New Mexico area. The program aims: to prevent school failure with an intervention program which includes early identification and remediation of developmental learning deficiencies and to integrate handicapped children into the regular school program; to provide inservice training for the project teacher and aide; to disseminate information concerning the program. Student achievement was evaluated via standardized tests to measure language development in Spanish and English, school readiness, and self-concept. Program impact was determined by a special regression analysis model using three dependent variables and eight independent variables. Inservice training and dissemination activities were subjectively evaluated using site visits, observations, records, and self-reports by the staff. Major findings included: REEEP students made significant gains in language development in English and Spanish and in school readiness; students showed a positive and continuous growth concerning self-concept and emotional development; the inservice training was found to be successful and effective; the quantity and quality of the dissemination activities were adequate; the regression analysis data indicated that 60% of the students scored better than estimated/expected on the Spanish test, and 70% scored better than estimated/expected on the school readiness test.

Assimilation Thru Cultural Understanding. ESEA TITLE III - Phase III. Part II: Narrative Report; Application for Continuation Grant. Part III: Projected Activities. Attachments. Hoboken, New Jersey: Hoboken Board Of Education. (BBB00726)

This application for Continuation Grant seeks $178,827 under Title III, E.S.E.A. to continue the implementation of such Phase II goals as the identification, assessment, and further development of the potential of culturally handicapped children, the development of a productive community and classroom rapport, the development of an effective bilingual curriculum, the preparation and training of present staff and prospective teachers to adequately meet the needs of classes composed of high percentages of linguistically and culturally handicapped children; the utilization of all resources available to the community; and the serving as a demonstration arena for the development of new practices and procedures in this area. Of particular note as an area of innovation is the proposed "work-study" bilingual Jr. and Sr. high school "student-teacher aides" project. The proposal includes comprehensive summaries and evaluation of such Phase II avtivities as bilingual education at Hoboken, N.J. The teacher attitudinal survey, the student teacher aide program, and the human resource center. See also ED 024 712 and ED 024 713 for earlier documents in this series. (Not available in hard copy due to marginal reproducibility of original document).

Azzouz, Azzedine, et al. "Selected Bibliography of Educational Materials: Algeria, Libya. Morocco, Tunisia," Tunisia: Agence Tunisiene De Public Relations, Volume 8, No.4, 1974. (BBB00487)

This bibliography contains 100 English-language annotations of newspaper articles from four North African nations. All of the items were published October-December 1974. Annotations are categorized by topic: Philosophy and Theory of Education, Educational Level, Adult Education, Special Education, Teacher Training, Teaching Methods and Aids, Agricultural Education, Religious Education, Arabization and Bilingualism, and a special section on school dropouts. A list of periodical sources concludes the document.

Azzouz, Azzedine, et al. "Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morroco, Tunisia," Tunisia: Agence Tunisienne De Public Relations, Volume 10, No. 4, 1976. (BBB00487)

Ninety-one English language annotations are presented of newspaper articles and government publications about education in Algeria, Libya, Morroco, and Tunisia. Most of the entries were published during the period October-December 1976. Organized by the country, the references cover topics of philosophy and theory of education, teacher training, teaching methods and aids, adult education, special education, arabization, bilingualism, and educational organization of all levels from primary through higher education. Sections on special problems present resources about delinquency and extracurricular activities. A list of periodical sources concludes the bibliography.

Benitez, Mario A., and Villarreal, Lupita G. "The Education of The Mexican American: A Selected Bibliography." Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1979. (BBB15933)

The scope of this taxnonmically structured research bibliography covers 3,244 significant works published from 1896 to 1976 directly related to the legal, demographic, sociocultural, and linguistic determinants of Mexican American education. Books, monographs, journal articles, government documents, federal laws and court rulings, doctoral dissertations, master's theses and ERIC entries are selected from 170 bibliographies, 190 periodicals, and other educational sources based on availability, relevancy, completeness, length, objectivity, and accuracy. Entries are in chronological order within topics and subtopics. An alphabetical author index and a chronological index are provided. Topics and subtopics are: bibliographies; general--Mexican American demography, education, educational history, equal opportunity, conferences; Mexican American students--physical and cultural traits, health, language, intelligence, achievement, gifted, handicapped, deliquent, dropout; schools--administration, teachers, teacher training, counseling, libraries; curriculum--general, ethnic studies preschool, elementary, secondary, vocational, compensatory, textbooks; migrant education--general, the migrant child, programs, conferences, administration, teacher training; bilingual education--general, theory, evaluation, effects; higher education; adult education; and community.

Caliguri, Joseph P., et. al. "An Annotated Bibliographical Guide to the Literature on Bilingualism and Multicultural Education." Missouri: Missouri University, Kansas City, School of Education, 1980. (OHH54680)

Abstracts on bilingual and multicultural education, covering 1963 to 1980 and retrieved from three data bases (educational resources information center (ERIC), American history and life, sociological abstracts) comprise this annotated bibliography, divided into a guide and four sections: bilingualism and elementary education, multiculturalism and secondary education, multiculturalism and higher education, and related topics. Developed to meet the 1979 National Council for Accreditation of Teacher Education (NCATE) standard requiring multicultural education in teaching programs, these references will direct researchers and educators to materials for developing programs for an estimated 3.6 million students with limited English skills. Predominant languages noted are Hispanic/Puerto Rican, Black American, Alaskan, native American, French, and Asian. Multicultural topics include staff development, teacher education, and legislation. Predominant information relates to research evaluation of linguistics, testing, handicapped, instructional materials, programs, and experimental models. Abstracts consist of 298 from ERIC (1975 to 1980) for elementary, secondary, and higher education; 78 from America history and life (1963 to 1980); and 114 from sociological abstracts (1963 to 1980). Also included is a frequency count of literature types and content; a listing of number of documents by languages and ethnic groups, according to institutional levels; and descriptions of bilingual program evaluation resources.

Collins, Paul, Sinatra, Lewis, ed. Documenta: Perspectives on Change in Teacher Education. New York, New York: New York State Teacher Corps Network, 1976. (BBB13701)

This collection of papers is an attempt to document the living-learning spirit of the New York State Teachers Corps Network staff development meetings. These network meetings are characterized by three types of activities: (1) presentations and/or workshops conducted by outside consultants; (2) problem identification and strategy sessions to encourage development of individual teacher corps projects and to enhance collaboration among the various projects in the state; and (3) formal and informal sharing of knowledge and skills by project staff members from around the state. Accordingly, this publication begins with four articles that emanate from consultant presentations, each relating on some way to the present Teacher Corps emphasis on in-service teacher education: "Teacher Corps and In-Service Teacher Education"; "Educational Needs Assessment--The State of the Scene"; "Toward More Effective Job-Embedded In-Service Teacher Education"; and "Legal Issues for the Handicapped: National and State". A second section contains a series of reports on sessions at which collaborative efforts were used to identify problems and develop appropriate strategies: "Some Thoughts on the Change Process and Emerging Teacher Corps Roles"; "Fostering Change"; "Reinforcing the Infrastructure of the Regular Classroom"; and "Linking Educational Environments". A final section presents seven papers authored by teacher corps staff members which reflect many of the dimensions that help to make Teachers Corps the change agent that it is. Each section is prefaced with a series of introductory notes. All of the papers address dynamics associated with attempts to change teacher education in line with the goals, needs, and aspirations of our society.

Delgado, Gilbert L.

A national survey was conducted to obtain basic demographic data and other characteristics of hearing-impaired children who come from home environments where the spoken language is unlike that used in the school. The results indicate that there is a steady increase in the number if these children nationwide. A higher incidence of additional handicaps are reported for this group. Though educators express a deep concern for these children, relatively little was reported by way of accomodating their needs.

Educational Programs that Work. A Catalog of Exemplary Programs Approved by the Joint Dissemination Review Panel. Eight Ed. Far West Laboratory for Educational Research and Development. San Francisco, CA., 1981. (BBB07889)

To provide basic information on new educational methods and programs, this catalogue describes 315 projects designated as exemplary by the joint dissemination review panel of the U.S. Department of Education (DOE). The catalogue is divided into categorical sections, including (1) adult education, (2) alternative schools and programs, (3) bilingual and migrant education, (4) career and vocational education, (5) early childhood and parent involvement programs, (6) physical, environmental, and social sciences, (7) educational organization (8) preservice and inservice training, (9) mathematics and language arts, (10) special education and learning disabilities, (11) fine arts and communication technology, and (12) health, physical education, special interest, and gifted-child programs. Data on each project comprise the title, capsule summary, target audience, description, evidence of effectiveness, financial and implementation requirements, services available and name and address of a contact person. Projects are indexed by state, categorical section, ERIC descriptors, and title, Appendices list 54 projects added since the catalogue's last edition and exemplary projects that receive DOE funds for disadvantaged or handicapped children or for follow-through programs.

Educational Programs that Work. A Resource of Exemplary Educational Programs Approved by the Joint Dissemination Review Panel Education Division, Department of Health, Education, and Welfare. Sixth Ed. Far West Laboratory for Educational Research and Development. San Francisco, CA., 1979. (BBB07889)

This catalog is intended to make successful programs and practices available so that interested school districts may adapt and install their key elements. All programs were approved by program offices within their funding agencies and often by state education agencies. All were then carefully scrutinized for quality by the joint dissemination review panel of the Department of Health, Education, and Welfare. All programs demonstrated convincing evidence of effectiveness. Many programs are products of the National Diffusion Network. This annual catalog includes up-to-date information on all programs that were described in previous editions and over 30 additional programs. The appendix offers several listings of state coordinators of federally funded programs who may be able to assist local schools through technical assistance with new educational practices.

Executive Abstracts, 1980-81. Clark County School District. Las Vegas, NV., 1981. (PLP15160)

Presented here is a collection of assessment and evaluation abstracts of local, state and federal programs in the Clark County School District in Nevada. In the first section, the district-wide aptitude and achievement testing measures are described, and the results of testing are presented. Section two provides information on program evaluations in the areas of desegregation, student characteristics and absentee patterns, instructional computing, measurement of achievement gains in Title I reading and math programs, the Office for Civil Rights Compliance Plan, and the structure of intellect pilot program. The abstracts of federal projects include reports on the following: (1) Elementary and Secondary Education Act (ESEA) Title I; (2) ESEA Title IV-B: Library and Media Resources Project; (3) ESEA Title IV-C: Developmental Therapy for the Handicapped Program and Fine Arts Project; (4) ESEA Title VII; Bievenido Bilingual Education Project; and (5) the Clark County Teachers Center Project. Also presented is an abstract for the Indian

Education Comprehensive Program. A description of services successfully completed during the 1980-81 school year is appended.

Full-Scale Implementation of a Process Evaluation System for Programs of the National Center for Improvement of Educational Systems. Volume 1: Summary. Bethesda, Maryland: RMC, Inc., 1972. (BBB06748)

The second year of effort in the development of a process evaluation system for the programs of the National Center for the Improvement of Educational Systems (NCIES) is reported. The activity involved the full-scale implementation of the system in 438 projects in 12 NCIES programs, Programs included are: bilingual education, early childhood, educational leadership, pupil personnel services, school personnel utilization, special education, teacher corps, teacher development for desegregating schools, training of teacher trainers, urban/rural school development, vocational education 552, and vocational education 553. For the second year, the system was refined and a new questionnaire developed. The main output of this study was six volumes. This volume presents the analysis of the data collected, conclusions, and recommendations for the program and for the center as a whole. Also included is an appendix, containing a description of the methodology in the project.

Gallegos, Robert L.; Garner, Anne Y.; Rodriguez, Roy C. Bilingual/Bicultural Education -- Special Education: An Interface. Arlington, VA: ERIC Document Reproduction Service, April, 1980.

This paper focuses on two main issues concerning the education of the bilingual/bicultural handicapped child. The two areas discussed are: the provision of educational services which facilitate both cultural and linguistic requirements of the handicapped children, and the suitable classroom placement and assessment into the school environment. The authors give considerations addressing the needs of the exceptional bilingual child. And "relevant history litigation and its impact on current special education programming is summarized."

Galvan, Max, Comp., et al. Bibliography on Bilingualism and Bilingual Education, 1981 1982. New Jersey Migrant/ Bilingual Education Training Program. New Jersey Department of Education: Office of Migrant Education. Trenton, NJ., 1982. (BBB11464)

This bibliography on bilingual education and related subjects includes an extensive collection of materials published between 1970 and 1980 and a limited number of studies dated before 1970. The materials are organized under alphabetically arranged categories and cover a broad range of areas including culture, language, and education among American Indians, Hispanics, and Blacks; assessment of language proficiency; attitudes and motivation in language learning; cultural pluralism; bilingualism and its effect on cognitive growth and academic achievement; English as a second language; experiences in bilingual education; human rights; linguistics; legislation; migration;

neurology; bilingualism and bilingual education in other countries; evaluation of bilingual education programs; reading; special education; teacher preparation; and published bibliographies. Appendices provide information on funding agencies, bilingual projects, professional organizations, publishers, and other sources of information on bilingual education.

Greeley, Michael F. Teacher Self-Help Project, 1975-76 School Year. New York City Board of Education; Office of Educational Evaluation. Brooklyn, N.Y., 1976. (BBB12238)

This report evaluated a teacher evaluation program designed to improve the quality of instruction for low income students in New York City. A major goal of the program was to increase student reading and English fluency skills. Teachers for the program were trained on college campuses. Each participating school designed its training program to suit its own educational needs. Parent participation in the design of the program was solicited. In addition to the teacher training aspect of the program, 150 students were provided with corrective reading services twice per week and 55 students participated in a small group English as a second language tutoring program. The objectives of the program were improvement of reading achievement, language ability, and teacher instruction ratings as defined by a seven point scale. The methods of evaluation of the program were: assessment of pre and post reading and English language fluency test scores, direct observation of all aspects of the program, interviews with school personnel, and completion of questionnaires by principals who rated teacher performance. The evaluation concluded that of the 129 students tested 52 percent showed significant growth in reading ability and English fluency. Bilingual students had difficulty with language forms. The principals' rating of teacher performance indicated that teachers exhibited exceptional growth in diagnosis of learning disabilities, corrective instruction, use of instructional materials, procedures for pupil evaluation, methods of individualizing instruction, and techniques of parent involvement. The principal evaluation questionnaire is included in the appendix.

Hayas, Denise Kale, Ross, Doris M. The Very Young and Education: 1974 State Activity. Denver, CO: Education Commission of the States, 1975. (BBB00544)

This booklet contains more than 100 brief descriptions of early childhood projects, activities, studies, and legislation obtained from newsletters, bulletins, and the Education Commission of the States' (ECS) 1974 Annual Survey. Only legislation and activities that have been validated or newly reported are included. Bills which failed or were vetoed or carried over are not included. All entries are indexed both by subject and by state. The ECS Survey instrument is included.

Holtzman, Wayne, Jr. "Effects of Locally Conducted Research on Policy and Practice Regarding Bilingual Inservice Teacher Education. Final Technical Report." Austin, Texas: Southwest Educational Development Lab, 1981. (BBB18183)

Collaborative planning between the southwest educational development laboratory (SEDL) and a school district in central Texas provided concrete data to implement changes in inservice training programs for bilingual teachers. Five instruments were developed to obtain the attitudes of 108 teachers of kindergarten through fifth grade who taught Mexican American children who had limited English proficiency. The teachers were regular classroom teachers, bilingual teachers, or special education teachers. Among the findings from the study were that the areas of greatest need for inservice were in the teaching of reading and attending to behavior problems. Courses in the philosophy and theory of bilingual education were not desired. Teachers of English as a second language felt that the existing inservice program could be improved by developing more and better materials. All of the teachers wanted more authority in choosing their inservice training activities. The teachers also agreed that they did not receive enough feedback and assistance in implementing new knowledge and skills. The director of bilingual education for the school district announced changes in both the bilingual inservice components and the English as a second language program as a result of the study. Sections of this report on the project present information on: (1) introduction to the study; (2) background of the school district; (3) collaborative relationship between the SEDL and the school district; (4) research strategy; (5) data analysis; (6) discussion of findings; and (7) changes made in the inservice programs. Appended are the survey instruments and the findings in chart form.

Landurand, Patricia, et. al. Bridging the Gap Between Bilingual and Special Education. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children, August 1980.

This report includes three papers on the exceptional bilingual child and summaries of twenty-two bilingual/bicultural special education federally-funded training programs.

In the first paper, "Bilingual Special Education Report," the author, Patricia Landurand, describes the Massachusetts Bilingual Special Education Project (BISEP) and illustrates the cooperation the project has with regional education centers in the development of a resource directory, a clearinghouse and training workshops for school personnel. In "The Illinois Resource Center: A Model Program for the Provision of Support Services" by N. Dew & R. Perlman, an explanation is given of the operations of a state resource center in the areas of inservice, publication and dissemination, and teacher training. The third paper, "Mainstreaming Inservice Project for Children of Limited English Speaking Ability," M. Napoliello and A. Schuhmann examine a program at Kean College, New Jersey, in the areas of special education, bilingual education, and teachers of English as a second language. The report is summarized by twenty-two project descriptions which list the names and addresses of contact persons as well as serving as brief abstracts for each project.

Martinez, Herminio. "Special Education and the Hispanic Child. Proceedings from the Annual Colloquium on Hispanic Issues." New York, NY: ERIC/Cue Urban Diversity Series, Number 74, August 1981. (BBB00899)

This collection of papers examines contemporary issues and problems in bilingual special education. The first paper, by Lizette A. Cantres, discusses federal and state laws and regulations related to bilingual special education, with respect to litigation in the case of "Jose P." The problems of assessment of bilingual children under a monolinguistic testing system are examined in the second paper, by Rafaela E. Weffer; the author presents a study of twenty Hispanic children and explores issues raised by a review of the literature, third paper, by EVA M. Gavillan-Torres, examines the processes for diagnosing and serving Hispanic children who are believed to be mentally retarded or to have learning disorders or speech and hearing impairments. In the fourth paper, author Rosa Maria Gil examines the relationship between cultural attitudes toward mental illness and the use of mental health services among groups of Puerto Rican mothers and their elementary school children. The final paper in the collection is by Carmen D. Ortiz and discusses the masters degree program in special education at Bank Street College of Education as a model for standards in teacher training; this paper identifies a variety of special education professionals and defines their functions and required competencies.

Mazurkiewicz, Albert J. *The Initial Teaching Alphabet and The World of English. (Proceedings of the Second Annual International Conference on the Initial Teaching Alphabet, August 18-20, 1965)*. 1966.

Complete transcriptions of 60 papers concerned with the initial teaching alphabet (ITA) are presented in this report, the initial section of which is devoted to a description of ITA and a survey of its genesis and development. Subsequent sections deal with the role of ITA in (1) the development of English as a universal language and the teaching of English as a second language, (2) preschool reading programs, (3) remedial reading programs, (4) reading programs for physically and emotionally handicapped children, and (5) programs for the development of literacy in adult populations. The findings of ITA research studies are presented as are interim reports of U.S. Office of Education studies of first grade reading programs. Needed future research in ITA is discussed. The use of ITA in Canada, Britain, and the United States is reported, and specific attention is given to the progress of instructional programs in England and the United States. The development of effective teacher use, the views of authors and publishers regarding instructional materials, and developmental uses of ITA are reported. A concluding section discusses the probable effect of ITA on the elementary curriculum. This document is available from the Initial Teaching Alphabet Foundation, Hofstra University, Hempstead, New York.

McCarthy, James Jerome, and Joan F. Learning Diabilities. Boston, MA: Allyn & Bacon, Inc.

The authors agree that there is not a professional consensus on the subject of learning disabilities yet there are a number of children dealing with developmental problems. In this book, the authors have collected information from a number of sources and attempted to answer a number of questions about learning disabilities that affect children; what is a learning disability? What causes a learning disability? What are distinguishing characteristics of children with learning disabilities?; and what can be done to the effects of learning disabilities? To answer these questions, the authors have reviewed (a) the development and definition of learning disabilities, (b) identification and etiology, (c) diagnostic evaluation guidelines, (d) education procedures and approaches, (e) classroom programs and teacher preparation, (f) other significant groups and legislation.

McCormick, David P. "Occult Bilingualism in Children with School Problems." Journal of School Health, Volume 50, No. 2, February, 1980.

This article addresses the concept that "language abnormalities are common in children with learning disabilities." There are many perinatal conditions which affect the central nervous system, in turn, impeding language development. The author is a pediatrician who has a sub-specialty interest in children who have developmental disabilities and problems in school. It is the author's belief that the Medical Association does not constitute bilingualism as an agent contributing to language handicaps in learning disabled children. Some children live in a home environment where another language other than English is spoken. In certain instances, teachers and school administrators may not be informed of the mother tongue language, and these cases are where bilingualism may be "occult". The students may have underlying language difficulties due to vocabulary articulation and other differences between the two languages. A major objective of this article is the study of a group of 101 bilingual children in 17 school systems referred for a variety of school problems. (The students were reviewed between Nov. 1973 and June 1979, ages ranging from 4½ to 16, with a median of 8 years. All children lived within a thirty mile radius of Boston, Massachusetts). Due to the intricacies of individual cases, the author found it difficult to state to the extent of which the home environment played a role in learning disabilities. He has determined that there are a number of reasons causing academic problems. Children with learning disabilities have multiple factors contributing to their developmental problems, not just one abnormality causing the handicap. Bilingualism is one factor contributing to problems at school. The author continues to state how academic institutions are significant in the success of bilingual students. In our society, we cannot ignore bilingualism or the problems associated with it, however, the author identifies surveys where normal children do function in a bilingual environment. He feels second languages should be introduced in early stages of children's development, and both school officials and pediatricians should be able to identify health problems and developmental abnormalities to further alleviate learning disabilities.

Munroe, Mary Jeanne, et. al. "Linking Teacher Behavior with Learning Style. Tucson Model for Effective Staff Development." Arizonia, University; College of Education. Tucson, AZ., 1981. (BEI03900)

The University of Arizona College of Education and the Tucson, AZ Unified School District have cooperatively developed a staff development program that addresses the needs of teachers who are implementing bilingual and multicultural curricula. The Tucson model for effective staff development is based on the belief that sucessful integration of diverse students begins with the belief that successful integration of diverse students begins with the belief systems of the educator. A three-week summer training institute provided opportunities for workshop activities and feedback through the initial daily meeting of all participating staff. School-centered special interest projects met in the afternoons and were the responsibility of the school principals. A followup program, consisting of six Saturday workshops, is planned to reinforce the skills taught in the summer institute. An illustration of two components of the model are the workshops on learning and teaching styles. The rationale behind the workshops is that, if teaching is interaction, then, to improve teaching, the interaction must change. Teachers should understand interactions that can result from supportive behavior patterns such as proximity, listening, touching, and asking a higher level question. Another useful tool for teachers is the hill model of cognitive style mapping, which is an inventory designed to personalize instruction for students having difficulty in achieving academic success.

Nance, Afton, D. Teaching English as a Second Language to Elementary School Pupils. Sacramento, California: California State Department of Education, 1962. (CIQ11100)

Recommendations on teaching English as a second language include--creating a classroom atmosphere to be willing and anxious to learn, placing the children in classrooms with children of their own age and size, helping the parents to understand the school's aims and the importance of regular attendance, treating the child's culture respectfully, encouraging the children to speak English, but also allowing them to speak their native tongue, emphasizing experiences in understanding and speaking rather than in reading and writing, planning a sequence of language development extending through elemtary and secondary schools, providing inservice education opportunities for teachers of such children, establishing summer schools for preschool children, and conducting experiments and developing materials to improve English teaching for nonnatives.

Newman, Lawrence. "Bilingual Education", Deaf American, Volume 25, No. 9, p. 12-3. May 1973.

Draws parallels between problems in deaf and bilingual education.

1979-1981 Vocational Education Improvement Projects. Connecticut State Department of Education; Division of Vocational Education. Hartford CT., 1981. (ECC18860)

This brochure provides summaries of 23 exemplary, research, and curriculum projects known as The Vocational Improvement Program that share three concerns: meeting needs of underserved students, sex fairness, and excellence in vocational education. The 14 exemplary projects focus on vocational exploration and skill building in marine and related occupations for the handicapped, solar energy training, hispanic vocational exploration, career and occupational awareness, ownership skills of seniors in vocational-technical schools, sex equity in counseling and vocational education, career exploration, energy conservation skills, carpentry and building maintenance curriculum for special education, exploring careers, inservice training for handicapped, encouraging Comprehensive Employment and Training Act/vocational education linkages, life career plan, and bilingual vocational training. Seven research projects deal with shop theory curriculum development using audiovisual aids with special needs students, training vocational teacher trainers, developing curriculum-based skill assessment instruments, vocational agriculture, developing occupational task structures and training time standards for cooperative vocational education, school climate, and Greater New Haven training needs. The two curriculum projects concern two curriculum revision programs. Names, addresses, and phone numbers of program directors are provided.

Omark, Donald R.; Joan Good Erickson, ed. The Bilingual Exceptional Child. San Diego, CA: College Hill Press, early 1983.

This is the first book that clearly examines the multitude of factors affecting bilingual children who need special services. The authors are leaders in their respective fields who are attempting to solve the problems of this unique population. The book explores areas of becoming bilingual and being exceptional, including conceptualization, assessment, cultural concerns, learning problems, retardation, giftedness, communicative disorders, evaluation, model programs, and the concerns of national associations. The Populations exemplified include Blacks, Hispanics, Native Americans, and Vietnamese, although the procedures, techniques, and programs are generalizable to any bilingual population of children.

This book is valuable for the practitioner who wants to know what others are doing for these children. It has been used successfully as a textbook in classes given by the editors with bilingual and special education teachers, speech-language pathologists, and school psychologists. It provides a full semester's worth of information for class use and valuable references for future members of assessment or placement teams who will have to consider the needs of bilingual exceptional children. This book is an excellent introduction to this very important topic. Put it on your "must read" list for yourself and your students. Contents: "Bilingual Exceptional Children: What are the Issues?", Joan Good Erickson and Constance L.

Walker; "Psychological Testing and Bilingual Education: The Need for Reconceptualization", Donald R. Omark and Daniel L. Watson; "Psychological and Educational Assessment of Bilingual Children", Richard R. DeBlassie and Juan N. Franco; "Testing Proficiencies and Diagnosing Language Disorders in Bilingual Children", John W. Oller, Jr.; "Assessing Communicative Behavior Using a Language Sample", Carol A. Prutting; "Developing Local Normed Assessment Instruments", Allen S. Toronto and Sharon Mares; "Audiological Screening and Assessment of Bilingual Children", J.C. Cooper, Jr.; "The Vietnamese Child: Understanding Cultural Differences", Tam Thi Dang Wei; "Management of Communicatively Handicapped Hispanic American Children", Nicolas Linares; "The Exceptional Native American", Gregory R. Anderson and Suzanne K. Anderson; "Communication Disorders in the American Indian Population", Joseph L. Stewart; " Learning Disability: The Case of the Bilingual Child", Effie Bozinou-Doukas; " Bilingual Mentally Retarded Children: Language Confusion or Real Deficits", Richard Pacheco; " Emotional and Behavioral Disorders in Bilingual Children", Richard R. DeBlassie; "Educating the Talented Child in a Pluralistic Society", Philip A. Perrone and Narciso Aleman; "Genetic Counseling with Families of Chicano Children with Birth Defects", Marion D. Meyerson; "The Educational Issues, Ideology, and Role of National Organizations", Njeri Nuru; "Model Preschool Programs for Handicapped Bilingual Children", Joyce Evans; "The Bilingual Hearing Impaired: Teaching Children and Preparing Teachers", June Grant; "Bilingual Special Education: A Challenge to Evaluation Practices", Barbara L. Tymitz; "Training Paraprofessionals for Identification and Intervention with Communicatively Disordered Bilinguals", Gloria Toliver-Weddington and Marion D. Meyerson.

Peal, Elizabeth, and Lambert, Wallace E. "The Relation of Bilingualism to Intelligence," Psychological Monographs: General and Applied, Volume 76, No. 27, 1962.

Various studies have attempted to analyze whether monolingual and bilingual youth have different intelligence levels. The authors examined numerous studies supporting favorable effects, detrimental effects and studies finding no effect of bilingualism on intelligence. Their own research concerned a group of monolingual and a group of bilingual ten year children from six Montreal French schools. The children were given both verbal and nonverbal intelligence tests plus "measures of attitudes to the French and English Communities. The study found the bilinguals had a higher performance on the verbal and non-verbal tests. The authors note that the bilinguals have a language advantage and perhaps superiority in the formation of concepts. It is concluded that the intelligence structure does differ for the two groups.

Project Esperanza: E.S.E.A. Title VII Annual Evaluation Report, 1980-1981. New York City Board of Education; Office of Educational Evaluation. Brooklyn, N.Y., 1981. (BBB12238)

An evaluation is presented in this report of Project Esperanza, which provided supplemental instruction, materials development, staff training, resource assistance, and outreach services to support the special education program for handicapped Spanish speaking pupils with limited English proficiency in New York City. In 1980-81, the program provided instruction in Spanish and English reading, oral english proficiency, mathematics, and the cultural heritage. Program evaluation showed that: 1) all the program objectives for pupil achievement were met; 2) high school students demonstrated larger gains in Spanish reading mathematics, and cultural heritage, but also had higher truancy rates than middle or elementary school students; 3) elementary school students showed larger gains in oral English proficiency than middle and high school students; 4) teacher training objectives were attained; and 5) some degree of parent participation was achieved. Recommendations for program improvement included increasing the number of resource specialists; developing appropriate materials; and more teacher training on the effects of code switching.

Public Schools of the District of Columbia, 1977 Annual Report. District of Columbia Public Schools. Washington, D.C., 1977. (FGK22275)

This report focuses upon the efforts of public school educators and administrators in Washington, D.C. to improve teaching and learning through a comprehensive educational plan. One of the goals in this plan was defined as the promotion of academic excellence for the attainment of knowledge, competencies, and skills. Special education projects undertaken or expanded in an effort to meet this goal included programs for the handicapped, bilingual education programs, career development, environmental education, and special programs for talented and gifted students. A systematic plan for the continuous assessment and evaluation of educational needs and achievement was also a goal of the plan, as was the improvement of service and efficiency of operations in the major support areas of management services. Also discussed here are public relations and communciations issues, and labor and equal employment concerns. A major focus of the plan consisted of ensuring the active participation of all components of the Washington Public Schools in the implementation of systemwide competency based curriculum. Activities and materials designed to bring this about are described.

Region VI Inservice Training for Vocational-Technical Personnel (Arlington, Texas, October 7-10, 1975). Conference Report. Richardson, Texas: EPD Consortium D, 1975. (BBB12480)

This conference report contains a collection of thirteen papers delievered at the Region VI (New Mexico, Texas, Mississippi, Louisiana, and Oklahoma) Inservice Training Conference, which focused on special needs groups (i.e. those with academic, socioeconomic, or physical handicaps that prevent them from succeding in regular vocational programs. Titles and authors of the papers follow: "National Effort for Meeting Needs of Special Populations in Correctional Institutions and Indian Education as related to Vocational Education" by Victor Van Hook; "National Effort for Meeting Needs of Special Populations--Adult Education" by John W. Thiele; "National

Effort for Meeting Needs of Special Populations--Women, Bilingual" by Wilma Ludwig; "State Advisory Council" by Alton D. Ice; "State Effort for Meeting the Needs of Special Populations on Vocational-Technical Education" by Cadar Parr; "VESA-CETA Package" by James Dasher; "The Trend of National Efforts in Training the Disadvantaged" by Francis Tuttle; "Vocational Programs for the Handicapped/Health Occupations for the Handicapped" by Spencer Guimarin; "Vocational Adult Education: Commit or Forget" by John W. Talbott; "Vocational Education for the Disadvantaged: Compliance or Commitment?" by Katy Greenwood; "Designing Preservice and Inservice Teacher Education Programs in Vocational-Technical Education to Meet the Needs of Handicapped Students" by Laniece Robison; "Institutional Vocational-Technical Skill Sessions' by Domingo Arechiga; and "Design Preservice and Inservice Teacher Education to Meet Needs of the Disadvantaged" by Raymond F. Faucette.

Rodriguez, Richard F., et. al. "Issues in Bilingual/Multicultural Special Education." Arizona: ERIC, 1981.

Handicapped children of cultural and linguistic groups different from those of the majority culture are presently unable to attain an appropriate education. Bilingual/multicultural exceptional children are overrepresented in special education classes in comparison to their percentage of the total population, as a result of biased assessment practices. Adequate assessment instruments have not been developed which can fairly assess children of different linguistic or cultural groups. Insufficient numbers of professional personnel are adequately equipped to develop, administer, or interpret assessment instruments or procedures. Programs either do not exist or are inadequate for children who are legitimately identified as requiring special education services. Minority children must deal with discrimination based upon racial or ethnic identity as well as the negative impact of special education labels. Because teacher attitudes and expectations are important to the success of minority children receiving special education services, utilization of minority professionals who are familiar with the field of special eduction would be advantageous. Most curriculum material is culturally and historically irrelevant to minority children. There is a need for comprehensive, evaluated programs which take into account diverse learning styles and cognitive development of bilingual/multicultural children.

Rogers, David. An Inventory of Educational Improvement Efforts In The New York City Public Schools. New York, New York: Educational Planning Foundation, Inc., 1977. (BBB15404)

In this inventory of the main efforts at improvement in the New York City Public Schools since 1970, there is a particular emphasis on activities from 1974 to 1976. Various kinds of programs are discussed including: educational programs; programs within traditional classroom settings and within alternative schools outside; public sector programs; private sector initiated programs; vocational and prevocational programs; bilingual programs; programs for the handicapped; drug prevention programs; early childhood programs directed toward low income students; high school and college collaboration programs; and others. These program descriptions include information on date started, funding, location, emphasis, target population, staffing and changes. Three main techniques of data collection were used: (1) mail questionnaires, (2) personal interviews, and (3) analysis of existing documents. The inventory is organized in terms of four categories of innovation: (1) educational programs for both special target groups and for general purpose innovations, (2) administrative and staffing reforms, (3) political action, advocacy, and consumer rights efforts; and (4) participative school and district based planning. Trends in educational improvement efforts are also discussed. An analysis and assessment of these trends in educaitonal improvement efforts and of recommended reform strategies is provided. There is no index.

Samuda, Ronald J.; Crawford, Douglas H. Testing, Assessment, Counseling and Placement of Ethnic Minority Students. Current Methods in Ontario. Toronto, Canada: Ontario Institution for Studies in Educaiton, 1980. (SF068743)

New Canadian minority students, ages 6-16 were the subjects of this study on evaluation practices, educational policies, and placement procedures. The term denotes immigrants of West Indian, East Indian, or Portuguese origin, or other non-Anglo-Saxon background. Structured interviews were conducted with 34 Ontario boards of education and with 245 school administrators and practitioners. Although students were typically placed by age, this initial decision was frequently changed because teachers reported low achievement; it was difficult to decide if this was a language or a learning problem. Teacher-made tests were the most frequently used, followed by the Weschler Intelligence Scale for Children and the Wide Range Achievement Test. Teachers monitored placement in the absence of tests. Most boards offered English as a second language and learning disabilities programs. Most modified standardized test content and administration; boards critized the general use of tests for minorities. Twelve boards required conseling of minorities during placement but there was little evidence for it, possibly because couselors felt that minorities should be relegated to special education consultants. Recommendations for implementing the Ontatrio government's policy of multiculturism included service training and cooperation amoung boards. The interview questionnaire and an extensive bibliography are appended.

Santiago, Ramon L.; Feinberg Rosa Castro. "The Status of Education for Hispanics." 1981.

Identifies areas of progress and unresolved problems in achieving educational equity for Hispanic students. The information summarized is based on two regional conferences on the topic. Statistical data are from the National Center for Educational Statistics.

Sato, Irving, "The Culturally Different Gifted Child: The Dawning of Her Days?", Exceptional Children," Volume 8, No. 8, May 1974.

The author provides a definition for the term culturally different gifted child; the major qualification being membership in a culture other than the dominant culture in society, and examines identification procedures of the culturally different gifted student and explains how this identification must be followed by organized, qualitatively differentiated provisions. Additional information is given on educational programs for the culturally different gifted child and other modes of service available to fulfill their needs.

Sauna, Victor D., Bilingual Program for Physically Handicapped Children; School Year, 1974-75. New York City Board of Education; Office of Educational Evaluation. Brooklyn, N.Y., 1975. (BBB12238)

The purpose of the Bilingual Program for physically handicapped children was to provide a learning environment in which handicapped children who do not speak English or who speak with difficulty would be able to function in their native language. Emphasis was placed on the children improving their native language along with learning English as a second language. Emphasis was placed also on improving the student's self-understanding and self image through demonstrating the worth and value of the use of his native language, and by providing instruction in Hispanic history and culture. In addition to the instructional component, the project incorporated three other components: curriculum and materials development, teacher training, and parental involvement. To evaluate the effectiveness of the program, pre- and post tests were administered to the students. It was found that 78 per cent of the pupils showed some progress in reading, 74 per cent improved their self-image, and 85 per cent of the pupils improved their knowledge of Hispanic culture.

Shore, Rima, ed.; and others. "Comprehensive High School Bilingual Program." New York, NY: New York City Board of Education, Brooklyn, NY, 1981. (BBB12238)

This report describes, provides demographic data for, and evaluates the effectiveness of the comprehensive high school bilingual program (C. H.S.B.P.), which provided staff and material resources to five high school Spanish, Chinese, and Italian bilingual programs in New York City. In 1980-81, C.H.S.B.P. served 468 students of limited English proficiency in Bejamin Franklin High School, Julia Richman High School, Lower East Side Prep, Park East High School, and Franklin D. Roosevelt High School. The program's goal was to help students to acquire basic English language skills and enter mainstream classes. Its most distinctive feature was a mini-school arrangement at each program site. In addition to instructional services, C.H.S.B.P. included a non-instructional component, focusing on curriculum and materials development, supportive services, staff development, parent and community involvement, and affective domain. Data presented in this report reveal that program implementation and thus student achivement varied considerably among the five participating schools. Nonetheless, it is concluded that overall goals of the program have been achieved, and that in areas such as curriculum development, C.H.S.B.P. has functioned as an exemplary program in bilingual secondary education.

Texas A & I University Child Development Associate Training Materials: Book B. Competency B: Advancing Physical and Intellectual Competence in Young Children. Kingsville, Texas: Texas A & I University, 1978. (BBB16568)

This volume, the third in a series of seven, contains the eight learning modules which focus on the second child development associate (CDA) competency, advancing physical and intellectual competence in young children, in the performance-based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The competency covered in this volume consists of four functional areas and their subdivisions: physical (motor development; handicapped children), cognitive (cultural values and cognitive styles; cognitive styles; teaching strategies), language (language skills in the first language; language as a second language), and creative. There is a learning module for each of the subdivisions of the functional areas. A module includes (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for filmstrip to be used with the module; and (7) a post-assessment instrument.

The Bilingual Bicultural Child and Special Education. Report of the Arizonia Identification Model Task Force. Arizonia State Department of Education; Division of Special Education. Phoenix, AZ., 1976. (BBB05699)

This service model on special education for bilingual, bicultural handicapped children features the Arizona Task Force recommendations to local education agencies, to colleges and universities, and to human service organizations. A list of task force participants, introductory material, and a list of definitions are followed by information and recommendations for local education agencies; these cover: the rights of bilingual/bicultural children and their parents concerning special education services; guidelines for child-centered processes related to the provision of special education services; suggestions regarding parent and community involvement; specific preparation needed by special education paraprofessionals; special education services for children in rural/remote areas; and funding and resource necessities for implementation of task force recommendations. Recommendations to the Arizona Division of Special Education cover training of school personnel, services for bilingual/bicultural handicapped children in rural/remote areas, and the role of the Division of Special Education in providing needed services. Recommendation to colleges and universities concern the institutional role in meeting training needs of teachers and supportive personnel who work with special education students. Recommendations to human service organizations involve creation of school child advocate positions to protect the rights and interests of bilingual/bicultural students. Appendices contain supplementary information.

Trends In Business Education, Spring 1981. California State Department of Education. Sacramento, CA., 1981. (CIQ11100)

Written by California teachers and administrators involved in distributive and office education at the secondary and community college levels, these 24 articles present information on new methods of instruction and uses of technology occurring in the business world and in education. Topics covered include centers for business teacher education, new supplements to the California Business Education Guide, industry and education cooperation, educational challenges of the 1980s, business education in the 1980s and the role of the California Business Education Association(CBEA), a systematic approach to business education program planning, in an integrated approach to word processing training, computer use in accounting programs, implementing computer-assisted instruction for disadvantaged business education students, teaching disadvantaged students, cooperative distributive occupations programs, the community classroom concept, California Business Education and the Youth Initiative, Comprehensive Employment and Training Act Secretarial program, instruction program for bilingual executive secretaries, individualized instruction in typewriting for handicapped students, CBEA award of excellence, student recruitment and retention, career opportunities for paralegals, California Association for Distributive Educators, fashion merchandising program for handicapped students, class in small business management, real estate programs, and entrepreneurship programs. (Insets contain information reflecting trends from various news sources.)

Williams, Jane Case. Improving Educational Opportunities for Mexican-American Handicapped Children. Washington, DC: Office of Education (DHEW), 1968. (RMQ66000)

Data available from 3 states with large Mexican American populations indicate that referral to and enrollment in special education classes occurs at a percentage twice that of the proportion of Mexican Americans to the general population. Reasons for such enrollment attributed to--(1) medical and enviromental conditions, (2) economic disadvantagement, and (3) cultural disadvantagement. Compounding the problem is the fact that many Mexican American children enter school understanding neither the English language nor the culture of the schools. Current intelligence tests cannot adequately judge the abilities of such children, and consequently they are placed in the handicapped classes. Bilingual and cross cultural training have been initiated in some states and appear to have met with success. The Bureau of Education for the Handicapped has provided federal aid for the development of several programs which are briefly described in this publication, in addition to 10 suggestions for future efforts in teacher education, curriculum, and instructional improvement.

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BIBLIOGRAPHY OF BILINGUAL SPECIAL EDUCATION MATERIALS

- El camino hacia la aceptacion (The Road to Acceptance) - This book is a counseling guide for Spanish-speaking parents which focuses on helping parents to accept and understand their feelings about their exceptional child. The book is available from the Special Preschool Outreach and Training Garnett Achievement Center, 2131 Jackson Street, Gary, Indiana 46407.
- Cultural Diversity in a Highly Exceptional Child - This book highlights for teachers, administrators, and the general public current aspects of cultural diversity, language, culture, and exceptionality. It provides information on Hispanics, Blacks, American Indians, and Asian Americans. It is available from the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.
- Handling the Young Cerebral Palsied Child at Home - This is a guide for parents, teachers and professionals who work with cerebral palsied children. It is available in English and Spanish from E.P. Dutton and Company, 201 Park Avenue South, New York, New York 10017.
- Helping Young Children Develop Language Skills: A Book of Activities - This book, available in English and Spanish, contains instructional games and stories based on the Illinois Test of Psycholinguistic Abilities. It is available from The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.
- How to Fill Your Toyshelf Without Emptying Your Pocketbook - This book, available in Spanish and English, provides detailed instructions for making learning materials for handicapped and nonhandicapped children. All items can be constructed from materials ordinarily found in the home. Detailed instructions for developing skills in the areas of visual,

auditory, gross motor, and language concept development are suggested. The manual is available from The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

- John Tracy - Clinic Correspondence Learning Program for Parents of Preschool Deaf-Blind Children - Twelve correspondence lessons available in English and Spanish show parents how to understand and communicate with their deaf-blind child in the home. Lessons are available from the John Tracy Clinic, 806 West Adams Boulevard, Los Angeles, California 90007.
- Partners in Language - A Guide for Parents - This book is available in both English and Spanish and is designed to enhance the role of the parent as the child's first language teacher. It is available from the American Language-Speech-Hearing Association, 9030 Old Georgetown Road, Washington, DC 20014.
- Supplementary Activities for Level II: Remedial Activities for Differences in Learning Abilities - This book ia a bilingual (English and Spanish) loose-leaf manual which provides supplementary activities for use with the Bilingual Early Childhood Program for Four-Year-Olds. The manual organizes activities into twenty units which focus on the development of visual, auditory, and motor skills, as well as the development of ideas and concepts, through the overall component of language development. All activities are designed to use with the mild to moderately handicapped preschool youngster. The manual is available from The National Educational Laboratory Publisher, P.O. Box 1003, Austin, Texas 78767.
- Working with Parents of Handicapped Children - This is a bilingual

manual (Spanish and English) written for teachers to help them work with parents of handicapped children. It includes discussion on understanding how parents feel, suggestions for meeting with parents and for following up on those meetings. It is available from The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

ERIC

Leonard Baca
Jim Bransford

SPECIAL
EDUCATION
IN
AMERICA
ITS
LEGAL
AND
GOVERNMENTAL
FOUNDATIONS
SERIES

AN APPROPRIATE EDUCATION FOR HANDICAPPED CHILDREN OF LIMITED ENGLISH PROFICIENCY

An ERIC Exceptional Child Education Report

Identification and Diagnostic Profile Format
Sample Individual Student Language Profile

Name:____________________ Teacher:____________________ Room:__________

School:____________________ Year:________ Grade Level:________ Age:__________

A. Home Language Use

1.____________First language learned by student

2.____________Language most frequently used by student at home.

3.____________Language most frequently used by parents with child.

4.____________Language most frequently used by adults at home.

B. Language Proficiency Test Results

Instrument	Language	Date	Score	Classification

C. Observation of Relative Language Usage

Observer(s):____________________ Dates of Observation:________________

Contents	Only English	Mostly English	Equal Mixture	Mostly L1	Only L1
1. Informal w/peers (Playground, cafeteria, bus,line, etc)					
2. Formal w/adults (Classroom, office, lab, etc.)					
3. Formal w/peers (classroom,lab, library, etc.)					
4. With Bilinguals (students, teachers secretaries,etc)					

D. Norm-Referenced Test Results

English: ______________________

pre/post

Subject	Instrument	R.S.	%ile	G.E.	Date
Language					
Reading					
Math					

Other: ______________________

pre/post

Subject	Instrument	R.S.	%ile	G.E.	Date
Language					
Reading					
Math					

E. Parent and Student Attitudes Toward:

Observer: ______________ Date: ________ Observer: ______________ Date: ________

Parent(s)	+	0	-
1. L_1 usage			
2. L_2 usage			
3. L_1 culture			
4. L_2 culture			
5. Bilingual education			

Student	+	0	-
1. L_1 usage			
2. L_2 usage			
3. L_1 culture			
4. L_2 culture			
5. Bilingual education			

F. Student Interview by ______________________ Date: ________

Observations/Reactions: ______________________

____

____

____

G. Parent Interview by ______________________ Date: ________

Observations/Reactions: ______________________

____

____

____

H. Program Placement and Language of Instruction by Subject Area: ________

____

____

____

____

SOLOM

TEACHER OBSERVATION
STUDENT ORAL LANGUAGE OBSERVATION MATRIX

Student's Name ____________________ Grade ________ Signature ____________________

Language Observed ____________________ Date: ____________________

	1	2	3	4	5
A. COMPREHENSION	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. FLUENCY	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions is fluent and effortless approximating that of a native speaker.
C. VOCABULARY	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximates that of a native speaker.
D. PRONUNCIATION	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximates that of a native speaker.
E. GRAMMAR	Errors in grammar and word-order so severe as to make speech virtually unintelligible.	Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict himself to basic patterns.	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word-order approximates that of a native speaker.

- BASED ON YOUR OBSERVATION OF THE PUPIL, INDICATE WITH AN 'X' ACROSS THE SQUARE IN EACH CATEGORY WHICH BEST DESCRIBES THE PUPIL'S ABILITIES.
  - The SOLOM should only be administered by persons who themselves score at level '4' or above in all categories in the language being assessed.
  - Pupils scoring at level '1' in all categories can be said to have no proficiency in the language.

Individual Learning Programs for LEP Students. California State Department of Education. Wilson Riles, Superintendent of Public Instruction. Sacramento, 1981.

Taken from: THE INITIAL SCREENING AND DIAGNOSTIC ASSESSMENT OF STUDENTS OF LIMITED ENGLISH PROFICIENCY, Natl. Dissemination and Assessment Center, Calif. State Univ., Los Angeles, 1980.

APPENDIX 1

ENGLISH LANGUAGE P-RATING SHEET (READING AND WRITING)

	Writing	Reading
P-1	Unable to write at all.	Unable to recognize any words.
P-2	Can print or write only short basic sentences. Punctuation limited to capitals and terminals. Frequent mistakes in structure, spelling, and vocabulary.	Inadequate decoding skills. Recognizes only a few isolated words.
P-3	Uses some phrases and dependent clauses but makes frequent errors, sometimes obscuring meaning. Has trouble with transitions and commas.	Inadequate grasp of vocabulary and structure seriously interferes with comprehension. Aims for single-sentence comprehension.
P-4	Makes a few significant errors but meaning is understood and organization evident. Writing reveals definite signs of non-native English background.	Understands most material in familiar areas written for his/her age level. Occasional explanation is necessary. Relates accurately information in paragraph or story read.
P-5	Makes very few significant errors. Can switch styles according to need. Writing approximates that of a native writer.	Approximates reading level of native speakers of his/her age and ability level.

A SAMPLE BIBLIOGRAPHY OF INSTRUMENTS TO DETERMINE RELATIVE LANGUAGE PROFICIENCY

TEST	LANGUAGE	AREA	POPULATION	ADDRESS
BILINGUAL SYNTAX MEASURE - SIMILAR NOT PARALLEL FORMS	Spanish/English Tagalog/Italian	syntactic proficiency	level 1: K-2 level 2: 3-12 General	The Psychological Corporation 757 Third Ave. New York, N.Y. 10017
LANGUAGE ASSESSMENT SCALES - PARALLEL FORMS	Spanish/English	phonemes, lexical production, sentence comprehension, speech sample	Grades K-5 - Hispanic 6-12 -Hispanic	Linguametrics Group P.O.Box 454 Corte Madera, CA 94925
LANGUAGE ASSESSMENT UMPIRE	Spanish, Portugese, Creole, Armenian, English. 2 subtests only in Korean, Cantonese, Samoan, Tagalog	stronger cognitive language through sentence memory associations, antonyms, digits reversed	Grades K-8	Santillana Publishing Co, Inc. 257 Union St. North Vale, N.J.
DEL RIO LANGUAGE SCREENING TEST	Spanish/English	receptive vocabulary, length of sentences repeated, complexity of sentences repeated, oral commands and story comprehension	Grades K-1 Mexican-American	National Educational Lab. Publishers, Inc. Box 1003 Austin, Texas 78767
TEST FOR AUDITORY COMPREHENSION OF LANGUAGE	Spanish/English	vocabulary, concepts, syntax, morphology, grammar	Grades Pre-K	Learning Concepts 2501 North Lamar Austin, Texas 78705
AUSTIN SPANISH ARTICULATION TEST	Spanish	phonemes	Grades Pre-K-2 Mexican-American	Learning Concepts 2501 North Lamar Austin, Texas 78705
WOODCOCK LANGUAGE PROFICIENCY BATTERY	Spanish/English	picture vocabulary, antonyms-synomyms, analogies, letter-word identification, word attack, passage comprehension, dictation, proofing	Grades 1-12 (gives percentile rank, subtest profile, relative proficiency	Teaching Resources Corporation 50 Pond Park Road Hingham, MA 02043

Pat Chamberlain
Illinois Resource Center
September, 1981

SOURCE: Henriette Langodn, Ed.D.
Program Specialist
Morgan Hill Unified School District
Morgan Hill, CA

FORMAL INSTRUMENTS

Area	English Test	Spanish Test
Vocabulary	PPVT[a], Ammons, Del Rio (subtest) Toronto Test	PPVT[a], Toronto Test, Ber-Sil, Del Rio (subtest)
Concepts	Boehm Test of Basic Concepts, TACL[b]	Boehm Test of Basic Concepts, TACL[b]
Discrimination	Wepman, LAS[c] (subtest)	LAS[c] (subtest)
Comprehension	NSST[d], Del Rio (subtest), ITPA[f] subtests, PLS[g]	STSG[e], Del Rio (subtest), ITPA[f] subtests, PLS[g]
Oral Directions	Del Rio (subtest), Detroit	Del Rio (subtest)

Area	English Test	Spanish Test
Articulation	Goldman Fristoe-Fisher Logemann	MEDA[h], Austin
Morphology	BSM[i]	BSM[i]
Sentence Reptition	LAS[c] (subtest), Del Rio (subtests) Spencer	LAS[c] (subtest), Del Rio (subtests)
Sentences (specific)	NSST[d]	STSG[e]
Expression (specific items)	PLS[g], ITPA[f] (subtest)	PLS[g], ITPA[f] (subtest)
Expression (sentences) (more general)	DSS[j], LAS[c] (subtest)	DASG[k], DINL[l], LAS[c] (subtest)

LANGUAGE DOMINANCE TESTS

Crane Oral Dominance Test
Dos Amigos Verbal Language Scales
James Language Dominance Test
Bilingual Syntax Measure
Language Assessment Scale
Language Assessment Battery

PPVT[a]: Peabody Picture Vocabulary Test
TACL[b]: Test of Auditory Comprehension of Language
LAS[c] : Language Assessment Scale
NSST[d]: Northwestern Syntax Screening Test
STSG[e]: Screening Test of Spanish Grammar
ITPA[f]: Illinois Test of Psycholinguistic Abilities

PLS[g] : Preschool Language Scale
MEDA[h]: Medida Española de Articulación
BSM[i] : Bilingual Syntax Measure
DSS[j] : Developmental Sentence Scoring
DASG[k]: Developmental Assessment of Spanis Grammar
BINL[l]: Basic Inventory of Natural Languag

APPENDIX A

Prepared by:
Minerva Galvan, S.J.S.U.
Henriette Langdon, M.H.U.S.D.

TEST	DOMINANCE	PROFICIENCY	ENGLISH EQUIVALENT	AGES	NORMED ON LANGUAGE AREA	COMMENTS
1. AUSTIN SPANISH ARTICULATION TEST By E. Carrow, Teaching Resources Cost: $16.95			Goldman Fristoe	4-7 yrs.	20 Mexican-American children from Texas Articulation	Tests for single consonants, vowels, dipthongs and consonant clusters. Pictures are clear. Does not provide means for assessing articulation in connected speech as in the Goldman Fristoe, for example.
2. BARSIT-BARRANQUILLA RAPID SURVEY INTELLIGENCE TEST By F. Del Olmo, The Psych. Corp. Cost: $13.00		X		8-adult	Designed for use with Latin Amer. Word opposites; general information analogies; numerical series	Written test of mental ability. Can provide information on language skills of older students. Multiple choice format.
3. BASIC INVENTORY OF NATURAL LANGUAGE (BINL) By CHEC Point Systems, Inc. Cost: $115.00	X	X	In English also	K-2nd gr.	Tested on 345 children from K-2 Provides index of language ability, average sentence length and complexity, fluency	Elicitation of language in a natural setting. Each element in the sentence obtained is assigned a certain point. An individual oral language profile is obtained in each language. Long process requiring child be exposed to all material and situations prior to taping his/her expressive language.
4. BER-SIL SPANISH TEST By The Ber-Sil Co. Cost: $35.00	X	X	PPVT	4-12 yrs.	Spanish-speaking, Mexican-born and Los Angeles born Receptive vocabulary, oral commands comprehension, visual-motor	An individual screening device, 3 sections a) Receptive vocabulary b) Comprehension (commands) c) Visual-Motor (writing, copying, draw a person). Vocabulary test consists of 100 words which have been analyzed in terms of home/school vocabulary. Dominance: compare with English PPVT. **NOTE**: Vocabulary items and directions (commands) on tape.
5. BER-SIL SECONDARY SPANISH TEST By The Ber-Sil Co. Cost: $35.00	X	X	PPVT	13-17 yrs.	Same as Above (Vocabulary, dictation and math)	
6. BICULTURAL TEST OF NON-VERBAL REASONING By A. Toronto, National Ed. Lab Cost: Approx. $30.00	N/A	N/A	Vis. Rec. & Assoc. ITPA	4-10 yrs.	1,276 children from Texas, Anglo American, English-speaking, Mexican-American, English and Spanish-speaking Assesses differences, similarities and analogies using pictures	Appears reliable, useful in determining child's ability to perform non-verbal tasks.
7. BILINGUAL SYNTAX MEASURE By Burt, Dulay and Hernandez, Harcourt, Brace and Jovanovitch Cost: $54.60	X	X	Test adm. in each language	K-2nd gr.	1,572 children of various backgrounds (Mexican, Anglo-American, Puerto Rican, Cuban) Morphology	Children are classified according to one of 5 proficiency levels: 1) No English, 2) Receptive English only, 3) Survival English, 4) Intermediate English, 5) Proficient English. No reliability or validity data available. Results of test not always reliable in placing students in the adequate bilingual programs. Useful in getting information on child's use of morphology and ability to make abstraction.
8. BOEHM TEST OF BASIC CONCEPTS (Spanish Translation) By A. Boehm, The Psych. Corp. Cost: $7.75		X	Boehm	K-2nd gr.	Has not been normed on Spanish-speaking of bilingual population Receptive knowledge of various concepts	Useful in determining child's knowledge of basic concepts (which are universal) in his/her native language.

TEST	DOMINANCE	PROFICIENCY	ENGLISH EQUIVALENT	AGES	NORMED ON	LANGUAGE AREA	COMMENTS
9. CARROW TEST OF AUDITORY COMPREHEN. OF LANGUAGE By E. Carrow, Learning Concepts Cost: $34.95		X	English version	3-6.11 yrs.	Mexican-American and Anglo children from Texas	Concepts, vocabulary, sentence structures	Pictured test. Child has to point to one of three pictures. Norms in Spanish are not available, only in English.
10. CRANE ORAL DOMINANCE TEST By B. Crane, Publishing Company Cost: Approx. $28.00	X		In English also	4-8 yrs. 9-16 yrs.	934 students from New York and California, 1721 students	Repetition of pairs of words in either English or Spanish (Auditory Memory)	Based on premise that it is not the language of the response that is measured, but rather language dominance is the language from which the item is remembered.
11. DEL RIO LANGUAGE SCREENING TEST By A. Toronto, National Ed. Lab Cost: $9.00	X	X	Test adm. in each language	3-6.11 yrs.	384 children from Del Rio, Texas Half English-speaking Anglos. Others: English-speaking Mexican American and Spanish-speaking Mexican-American	Receptive vocabulary, sentence repetition (Length & Complexity) Oral commands, story comprehension	The different areas tested make it useful to determine child's language proficiency. Each subtest is separately normed. Receptive vocabulary and story comprehension subtests can be used as an even briefer screening test.
12. FORE LANGUAGE SYSTEM By L.A. Unified School District Cost: $16.00		X	FORE lan. program English	2-7 yrs. or Pre-3rd gr.	Criterion referenced	Phonology, morphology, syntax, semantics	Spanish translation of English Developmental Language Program: LA School District. Assesses development in 4 linguistic areas for purposes of individualized instruction.
13. DEVELOPMENT ASSESSMENT OF SPANISH GRAMMAR By A. Toronto:JSHD 16, 1979, 150-171		X	Developmental Sentences Analysis Laura Lee	3-6.11 yrs.	192 Mexican-American children	Expressive language	Method similar as for DSA. Unclear procedure to obtain score on specific grammatic structures.
14. DOS AMIGOS VERBAL LANGUAGE SCALES By D. Critchlow, Academic Therapy Publishers Cost: $6.50	X	X	Detroit Verbal Opposites	5-13.5 yrs.	Mexican-American children from Southern Texas	Verbal opposites; thus, vocabulary comprehension and conceptual task	Designed to be used with bilingual/bicultural population. Two lists, 25 words each, progressively more difficult. Can give "dominance" in terms of vocabulary; can be used as a diagnostic and screening tool. Yields percentile rank. Can also determine: needs intensive oral language instruction; needs further evaluation (conceptual weakness).
15. JAMES LANGUAGE DOMINANCE TEST By P. James, Learning Concepts Cost: $19.95	X		Adm. in each language	K-1st gr.	464 Mexican-American children in Texas	"Oral knowledge of vocabulary"; English/Spanish comprehension & production	Yields measure of child's dominance; Format: recognition & identification of pictures; classifications include: 1) Spanish dominant; 2) bilingual with Spanish as home language; 3) bilingual with Spanish and English as home language; 4) English dominance but bilingual in comprehension; 5) English dominant. Useful for placing/grouping children in bilingual instructtion. Examiner should be fluent.
16. LANGUAGE ASSESSMENT BATTERY (LAB) By Houghton Mifflin Cost: $53.00 Level I $35.00 Levels II & III	X	X	Adm. in each language	K-2; 3-6; 7-12 gr.	English version standardized on 12,532 (K-12); Spanish version standardized on 6,721 (K-12)	Oral language skills; reading comprehension; writing	Assess English and Spanish reading, writing, listening, comprehension and speaking skills. Useful for bilingual program placement and planning.

TEST	DOMINANCE	PROFICIENCY	ENGLISH EQUIVALENT	AGES	NORMED ON	LANGUAGE AREA	COMMENTS
17. LANGUAGE ASSESSMENT SCALES (LAS) By DeAvila & Duncan, Linguametrics Corp. Cost: $59.95	X	X	Adm. in each language. Auditory Discrimination subtest similar to Wepman.	K-6; 7-12 gr.	Done in several stages with 75 students, then 32 and then 14 on Level II. Normed on 374 children for Level I of Mexican-American & Puerto Rican descent.	Auditory Discrimination; expressive vocabulary; word & sentence repetition; sentence comprehension; storytelling; pragmatics	Yields different levels of language proficiency. 5) totally fluent, English/Spanish; 4) near-fluent, English/Spanish 3) limited English/Spanish; 2) Non-English/Spanish speaker (apparent linguistic deficiencies); 1) Non-English/Spanish speaker, total linguistic deficiencies. Useful in providing information on linguistic skills (Esp. Storytelling). Comes with tape which facilitates reliability.
18. MEDIDA ESPANOLA DE ARTICULACION (MEDA) By San Ysidro School District Cost: $15.00		X	Single word articulation test imitation or spontaneous labeling	4-9 yrs.	Spanish-speaking, Mexican-American and Mexican	Articulation	Single word articulation test. Gives developmental ages for individual phonemes; evaluates production of consonants, vowels and blends through picture identification. Can be used as screening for further vocabulary testing as child is given chance to spontaneously provide word with target sound; if can't name, then repeats. Examiner should be fluent.
19. PEABODY PICTURE VOCABULARY TEST By F. Wiener (adaption) Marymount Manhattan College Cost: Unspecified	X	X	PPVT	2.8-18 yrs.	2.034 subjects of Puerto Rican descent, New York area	Receptive vocabulary	Only useful and reliable when working with Puerto Rican population. Not very useful with Mexican-Americans.
20. PRESCHOOL LANGUAGE SCALE By Zimmerman, Charles E. Merrill Cost: $24.90	X	X	Zimmerman Pre-School Language Scale	1.6-7 yrs.	90 children with Spanish surnames (18% fluent in Spanish; 30% fluent in English; 21% bilingual) The rest minimally competent in either language	Comprehension and Production	Useful in determining skills in various receptive and expressive language tasks. Yields an overall language age score. Useful in comparing relative skills in both languges.
21. PRUEBA ILLINOIS DE HABILIDADES PSICO-LINGUISTICAS (Spanish ITPA) By Aldine vonIsser & M. Kirt, Dept. of Special Ed., Un. of Aritonz, Tuscon, Arizona 85721 Cost: $85.00	Possible if compared w/ English ITPA	X	ITPA	3-9.9 yrs.	Tentative norms: 436 children (3.5, 7 and 9 years), from Mexico (161), Columbia (78), Peru (39), Chile (80), Puerto Rico (78). Authors expect each country will be establishing own norms	Psycho-linguistic abilities	2 Levels (Semantic and Automatic); 2 Channel (Auditory/Vocal, Visual/Motor); 10 Subtests: Auditory and Visual Comprehension (rec); Visual and Auditory Association; Visual and Auditory Closure; Visual and Auditory Memory; Oral and Motor expression. Scores yield stanines and percentages, with interpretation relative to group standing. For example, Stanine 1 represents 4% of population (inferior); Stanine 9, 4% of population (superior).
22. SCREENING TEST OF SPANISH GRAMMAR By A. Toronto, Northwestern Un. Press Cost: $10.00	X	X	NSST	3-6.11 yrs.	192 children: 96 Mexican-American, 96 Puerto Rican - all were Spanish dominant; had resided in U.S. for at least 2 years	Receptive and Expressive measure of specific structures	Norms on two different populations. Useful in comparing comprehension and expression of specific grammatic structures. Not a translation of the NSST, although format similar.
23. TORONTO TEST OF RECEPTIVE VOCAB. By A. Toronto, Academic Test, Inc. Cost: Approx. $25.00	X	X	Similar to PPVT	4-10 yrs.	1,276 children, SW Texas from 3 distinct linguistic and ethnic groups: Anglo-American; English & Spanish speaking Mexican-Americans	Receptive vocabulary	Two tests (English and Spanish). Orally presented words, child points to appropriate picture. 45 words, each test. Fairly good black and white line drawings, although a few pictures a little ambiguous.

PUBLISHER'S LIST

Academic Therapy Publications
PO Box 899
1538 Fourth Street
San Rafael, CA 94901

Ber-Sil Company
3412 Seaglen Dr.
Rancho Palos Verdes, CA 90274

Board of Education of the New York
Office of Education Evaluation
110 Livingston Street
Brooklyn, N.Y. 11201

Center for the Applied Linguistics
1611 North Kert Street
Arlington, Virginia 22209

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

CHECpoint Systems, Inc.
1558 N. Waterman Avenue
San Bernardino, CA 92404

Curriculum Research and Development
Center University of Rhode Island
Kingston, Rhode Island 02881

Crane Publishing Company
1301 Hamilton Ave.
Trenton, New Jersey 08629

Learning Concepts
2501 N. #1 Hatzic Court
Larkspur, CA 94939

Los Angeles Unified
6651 Balboa Blvd.
Van Nuys, CA 91406

National Educational Lab.
Publishers, Cao.
PO Box 1103

Northwestern University Press
1735 Benson Avenue
Evanston, Illinois 60201

Psychological Corporation
757 3rd Avenue
New York, N.Y. 10017

San Ysidro School District
2250 Smythe Avenue
San Ysidro, CA 92173

Teaching Resources Corporation
100 Boston Street
Boston, Massachusetts 02116

RESOURCES IN TESTING

ASSESSMENT INSTRUMENTS IN BILINGUAL EDUCATION: A DESCRIPTIVE CATALOG OF 342 ORAL AND WRITTEN TESTS. Center for Bilingual Education, Northwest Educational Laboratory, National Dissemination and Assessment Center, California State University at Los Angeles. 5151 State University Drive, Los Angeles, CA 90032. 1978.

BILINGUAL SPECIAL EDUCATION ASSESSMENT HANDBOOK . (A) National Hispanic Center For Advanced Studies and Policy Analysis, 255 E. 14th Street, Oakland, CA, 94606 (415) 451-0511. 1982.

BILINGUAL TESTING AND ASSESSMENT. PROCEEDINGS OF BABEL WORKSHOP AND PRELIMINARY FINDINGS MULTILINGUAL ASSESSMENT PROGRAM. BABEL Inc., 255 E. 14th Street, Oakland, CA 94606 (415) 451-0511, 1971. Test by test summary of the discussion and conclusions reached during the workshop sessions.

COMMUNICATION ASSESSMENT OF THE BILINGUAL BICULTURAL CHILD: Issues and Guidelines, Edited by Joan Good Erickson and Donald R. Omark, University Park Press, 300 N. Charles Street, Baltimore, MD 21201. (800) 638-7511. 1981.

CULTURALLY APPROPRIATE ASSESSMENT. A SOURCE BOOK FOR PRACTITIONERS. By Andrea Carroll, Gabriele Gurski, Kirsten Hinsdale, Keren McIntyre, California Regional Resource Center (CRRC) University of Southern California, 600 South Commonwealth Avenue, Suite 1304, Los Angeles, CA 90005. (213) 381-5231. 1977.

EDUCATIONAL TESTING SERVICE TEST COLLECTION , Test Collection, Educational Testing Service, Princeton, NJ 08541.

BIBLIOGRAPHIES FOR:

Special Populations:
American Indians
English as a Second Language
Spanish Speakers, Preschool-Gr.3
Spanish Speakers, Gr.4-6
Spanish Speakers, Gr.7 and Above

Miscellaneous:
Culture-Fair and Culture-Relevant Tests
Piatgetian Measures
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